

THE ROLE OF SOCIAL MEDIA IN RELATION TO
KNOWLEDGE TRANSFER AND PROFESSIONAL
DEVELOPMENT

The role of social media in relation to knowledge transfer and professional development

by

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CERTIFICATE OF ORIGINALITY

This is to certify that I am responsible for the work submitted in this thesis, that the original work is my own except as specified in acknowledgments or in footnotes, and that neither the thesis nor the original work contained therein has been submitted to this or any other institution for a degree.

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**“leave lit tiid ús fan inoar ôfskuorre at wy ien foar ien
deageane wy slaan werom mei brêgen fan wurden”**

Tsead Bruinja, 2000

ABSTRACT

Introduction: Professional development is an important aspect of working practices for academic librarians. In the past decades the academic library has been subjected to an enormous range of technological and cultural advancements that have constantly required its staff to develop their professional knowledge and understanding. One of the most recent revolutions has been the advent of social media. This advent of a new technology can provide challenges and opportunities but to fully understand these we need to analyse the relationship between social media and various context in more depth.

Method: This inductive grounded theory study was iteratively conducted in three different academic libraries in England. At each location an analysis of the social media in use both organisationally and individually was made, and a purposefully selected number of actors was interviewed to gain a deeper understanding of their ideas about social media, CPD and the potential to learn from social media.

Findings: The findings demonstrate that the managerial view of CPD is not necessarily compatible with the perception, or needs, of practitioners in relation to their professional development. To increase understanding of this domain, the study analysed the underlying factors related to both social media use and perception, and participation in and perception of professional development. This has led to the discovery of a theory that can be summarised as *Continuous Professional Adaptation is learning that occurs as a consequence of professional awareness and preparedness through the use of informal networks.*

Outcome: The grounded theory presented in this document demonstrates a need to expand the dialogue on professional development in academic libraries, in both an academic and practical context, based on the advent of social media. Formal development in the shape of Continuing Professional Development (CPD) is still regarded as the most relevant method of developing human resources due to the prevalence of a managerial approach to professional development.

Conclusion: Increasingly academics and practitioners require more than the formal approach to professional development which can be classed as increasingly being irrelevant due to practical limitations of delivery time and mode and speed of changes occurring. This research contributes to that dialogue, providing a unique approach by incorporating social media with professional development.

1 INTRODUCTION

The work before you seeks to document the journey and report on the research undertaken to achieve a PhD investigating a dynamic and complex research topic. This chapter describes the background and seeks to set the parameters in which this work should be interpreted. In 1.1 Background the research setting is discussed and the reason why the research involves the study of professional development in academic libraries. This is followed by the Statement of the problem and in 1.3 the personal motivation to study this particular topic.

In 1.4 the aim of the research is discussed in more detail and the study is placed in the context of other academic work in 1.5. Finally, in 1.6 the structure of the thesis is elaborated on, providing a guide to how to read this document.

1.1 BACKGROUND

The academic library profession in Britain is facing many challenges through the combination of a tough economic climate, the advent of new digital systems and changing expectations of its customer base. In the face of these challenges, *“academic libraries have demonstrated their ability to lead and to adapt their roles in response to changing circumstances.”* (Jubb 2010 : conclusion)

Continuing Professional Development forms one of the most significant tools available to libraries to adapt to changing circumstances and in academic libraries this is supported by a range of professional bodies, the Chartered Institute of Library and Information Professionals (CILIP), the International Federation of Library Associations (IFLA), the Association of European Research Libraries (LIBER) and to a lesser extent the Special Library Association and American Library Association all influence the agenda for professional development in academic libraries in the United Kingdom.

The origin of this research stems from observations made by the researcher whilst employed in an academic library environment, between 2007 and 2010, during the advent of social media. Social media, or Web 2.0. caused a paradigm shift in the way libraries engage with their customers and how they provide services (Chua et al. 2008). During this time the researcher observed that there appeared to be a disconnection between the increased use of social media and library policy with regards to social media. Rather than a structured approach, the use of social media grew organically and those colleagues most keen on using it promoted the use of Twitter, Facebook and so on within the library. The library management system was being redesigned to include “Web 2.0 functionality” and publishers increasingly shifted their attention to improving user experiences in the digital service options they provided by experimenting with new social media functionality. These developments are driven by two

British institutes in particular, the Joint Information Systems Committee (JISC) which was formed to aid and develop digital services and solutions for the UK Higher and Further Education sector and SCONUL, the Society of College, National and University Libraries which represents all university libraries in the UK and Ireland.

Despite the strong drive for renewal, many of these developments seemed to pass by a large number of colleagues for various reasons, either a lack of interest, a lack of understanding or engagement or simply because it did not affect them directly. Training efforts were mostly passing by these developments as well, with compulsory training focussed on customer service aspects, fire safety and the introduction of new self-service systems and so on.

These experiences were augmented when the researcher became employed in a research project that investigated social media as a means to transfer knowledge and information in small and medium enterprises. During this work the researcher encountered the question of knowledge transfer through codified means. Work by Inkpen and Tsang (2005), Jensen and Szulanski (2004), Carlile (2004) and Guzman and Trivelato (2008) all dealt with aspects of the role of knowledge transfer across boundaries which led to a conference paper presented at the European Conference for Knowledge Management (Famalicao 2010) (Zijlstra and Vasconcelos, 2010). The combination of these factors led to the idea that social media could also be used as a means to aid professional development and was developed into this study which targeted academic libraries specifically.

This is not a unique thought process however. Various professional bodies related to academic libraries have initiated programs to further the use of social media in the library and in some cases professional development in particular. These bodies, the Chartered Institute of Library and Information Professionals (CILIP), the Society of College, National and University Libraries (SCONUL) and the Joint Information Systems Committee (JISC) of the Higher Education Funding bodies of England, Wales, Scotland and Northern Ireland (normally referred to as HEFCE in England) have all launched various initiatives over the years to bring the academic library up to standard digitally.

1.2 STATEMENT OF THE PROBLEM

The library profession is under pressure in the UK, the continued decline of public libraries is having a detrimental effect on the CILIP, the largest professional association in the United Kingdom for information professionals, which has seen a drop in membership from February 2010 to February 2014 of over 4000 members (from 17.857 to 13.756) this represents a drop of 23% over a 4 year period. (Dada et al. 2014 : 8).

For decades the topic of professional development has been a contentious subject for decision makers in the profession (Broady-Preston and Cossham 2011) and the decline of one of the largest independent providers of continuing professional development (CPD) for librarians in the UK suggests further difficulties in providing effective and appropriate CPD are on the horizon.

CILIP has been exploring new methods of providing CPD, particularly via online methods and, in the 2013 annual report, a considerable change in how CILIP operated was reported, a new framework of professional registration was introduced and a virtual learning environment (VLE) was launched which “is now the major platform for Professional Registration applications and assessment, accreditation applications and providing resources to support CPD for all CILIP members. “ (CILIP 2013 : 3)

Independently from CILIP a new social media movement began to take shape in the form of ‘library unconferences’ and social media networks of librarians who used social media to engage with each other and the profession at large. Little research has been conducted into how these networks operate, why they form or how they might aid members. They do however put the spotlight on the use of social media in a professional development context and it is this spotlight that formed the initial research problem: Can social media be utilised effectively to transfer knowledge between professionals in academic libraries?

1.3 WHY THIS RESEARCH TOPIC?

The professional background of the researcher led to the interest in the idea of professional development in the context of academic libraries. During the initial phase of the PhD the focus of the study was on social media (as a tool in Continuing Professional Development), but during the research journey this focus shifted to professional development (with social media as a tool to be more successful).

In return for being considered knowledgeable, the professional effectively signs a contract with the profession, whether officially through membership of a professional association or through expectations of the labour contract entered with the employer, to obtain and maintain a certain level of know-how, provided through training and events organised by the Professional Association and/or employer. This continuing professional development (CPD) serves to ensure that professionals know of the latest issues surrounding their profession and are prepared in how to deal with them, hence the use of the expression know-how. In the British library landscape one important vehicle for CPD is through the professional associations, CILIP maintains the Professional Knowledge and Skills Base to ensure that the profession is capable to meet the requirements of employers and various other professional bodies influence the development agenda for academic libraries in the United Kingdom as discussed in 1.1 and 2.2.3.

The researcher has been employed one way or other in public, school and academic libraries for a 7 year period. During this multi-faceted experience there were frequent frustrating periods where a feeling of ineptness was fed by a lack of support for professional development. In the early period due to the status as 'locum' with a large regional public library provider. Whilst working for a large secondary school there was simply a lack of budget for any form of professional development. And whilst working in a semi-corporate university environment, most 'CPD' took on the form of mandatory training in first-aid and what to do in case of fire but offered little opportunity to develop specific knowledge and skill related to the profession, nor was any financial support available to join a professional association.

Despite these frustrations the researcher never felt lacking in knowledge, especially during the years at the university (latter half of the decennium) there was ample opportunity to stay informed of developments in the profession and relevant to the role, not through formal training, but because of a growing network of colleagues, ex-colleagues and fellow alumni from the department of Information Studies that the researcher had ready access to using Facebook, Twitter, blogs and so on.

This can be described as an arena of professionals sharing knowledge and exchanging ideas and view-points on developments. This network was maintained even after leaving the profession.

From this background arose the question how one can optimise the equilibrium that exists between what is captured under the moniker of CPD and actual work-practices – in essence the original impression was that there were two parallel functions at work – the personal function which operates on an individual level and the collective function which operates on the level of the employer/Professional Association. At the personal level Continuing Professional Development theoretically should satisfy a knowledge need and therefore serve knowledge acquisition, at the collective level the knowledge ‘of the coalface’ should be of use to assess what knowledge needs exist and therefore inform CPD.

The professional knows which knowledge to acquire through experience, learning from these experiences and enhancing their knowledge is an important part in their personal development. By learning from experiences a professional is also in a position to create new knowledge relevant to the profession. This function can be captured in this simplified diagram:



FIGURE 1 INDIVIDUAL AND COLLECTIVE FUNCTION IN CPD

The diagram does not show how else a professional might acquire knowledge however and it is this aspect that led to the question how a professional librarian might want to employ social media in the professional development process and what factors are related to this.

1.4 AIM OF THE RESEARCH

This research aims **to investigate social media use in the context of the continuing professional development (CPD) process of academic librarians, with a view to developing a grounded theory.**

As discussed in 1.3, the intersection of professional development and social media was of particular interest. The following ideas were paramount to shaping the format in which the research took place.

To create an appropriate situational analysis it was felt that it was important to provide an overview of the use of social media in professional circumstances. Primarily:

- To acquire the underlying ideas from selected actors about social media.
- To analyse this data with a view to better understand weak-tie connections in an occupational community.
- To analyse this data with a view to better understand perceptions of social media.

It was felt that it was important to provide an overview of CPD that academic library staff participate in and gain understanding of the way it impacted their professional development.

Primarily:

- To acquire the underlying ideas from selected actors about CPD.
- To describe a number of organisational CPD policies.
- To gain understanding of the motivation of employees in academic libraries regarding CPD.

It was felt that it was important to explore methods in which academic librarians can utilise social media to improve their development. Primarily:

- By understanding how academic librarians currently use or not use social media in their current work processes.
- To establish whether there is synergy between the use of social media and professional development in academic libraries.
- To provide a theoretic framework which could aid professional development through social media

1.5 SIGNIFICANCE OF THE STUDY

- To the knowledge of the researcher this is the first time the connection between the use of social media and professional development has been studied in an inductive manner in the context of academic libraries in the United Kingdom.
- The study seeks to contribute to the development of theory not only on professional development but also on the use of social media specifically with the aim of professional development.
- Despite the enormous attention for social media there remains a significant knowledge-gap in how it can be utilised in a variety of contexts.

1.6 THE STRUCTURE OF THE THESIS

The study is described as chronologically as possible whilst maintaining a degree of tolerance for the benefit of legibility. In the initiation stage of the research a 'conventional' approach was followed whereby a literature review was conducted to gain a better and broader understanding of the subject area. This literature review is a representation of the literature that was found before the actual research took place. It is presented in chapter 2 and places CPD in the context of the historical development of adult learning and provides a working definition. It goes on to discuss CPD in the context of librarianship as well as investigating themes from the teaching and nursing professions.

The literature review then discusses social media, providing a definition as arrived upon by the researcher. It proceeds to discuss social media in the context of "communities" and concludes by providing an overview of potential pitfalls of social media use.

In chapter 3 the methodology as used for this study is presented. It discusses the process that led to adopting a grounded theory methodology and how this affected the research design. It presents the research design, discussing the research arena and domains, the novelty of the approach, why an iterative approach was adopted and the idea of a social media snapshot.

In the following three chapters the analysis of the results of the three iterations has been presented. These chapters discuss the findings of each locus chronologically and the category descriptions of the most significant findings have been included.

Chapter 7 discusses the actual grounded theory, it discusses the key categories and how the grounded theory was formed on the basis of the analysis in the previous three chapters. In Chapter 8 the process of identifying where the theory fits in the literature has been presented with a retrospective discussion of the aim of the research and related ideas.

A practical outcome of the research is documented in chapter 9, the 10-S typification offers fertile grounds to further understanding of this research.

The final chapter provides the conclusion, summarising the findings and presenting recommendations for further research. In the appendix an alphabetical overview of codes has been included.

2 LITERATURE REVIEW

As discussed in the Introduction the aim of the research is to investigate social media use in the context of the continuing professional development (CPD) process of academic librarians, with a view to developing a grounded theory. As such the data presented in this chapter is divided in the two research domains: Continuing Professional Development and Social Media. It offers insight into the literature on CPD and professionalism, taking a broad view and including work that led to the definitions as used in this work.

Continuing Professional Development is defined as;

“CPD is a career-long process of improving and updating the skills, abilities and competencies of staff by regular in-service training and education, supported by external courses”

(Prytherch 2000 : 181)

And the definition of social media is based on the definition of Kaplan and Haenlein (2010) but amended due to criticism of this definition to be:

Social media is a group of internet-based applications that allow the creation and exchange of User Generated Content and encourage the formation of informal virtual networks.

A rich but fragmented literature exists on issues surrounding Continuing Professional Development (CPD). The concept is ideologically rooted in the idea of adult learning and practically constraint by the theory surrounding organisational learning. Freidson illustrates significant differences between the two approaches in his work “The Third Logic” (2001), which deals with the concept of professionalism in a bureaucratic and market-driven environment. Freidson argues, as do several scholars of professionalism that approach the topic from a sociological perspective such as Abbott (1988) and MacDonald (1995), that professionalism is the way that society structures knowledge (Abbott 1988) and is a valued counterweight to bureaucracy (Freidson 2001). The fact that Freidson declared this is interesting due to his initial engagement with professionalism with the aim to demonstrate the dangers of protected knowledge-domains represented by professions, in particular the medical profession (1986).

From a bureaucratic, or managerial perspective (Freidson 2001, Day and Sachs 2005), it is important for an organisation to manage and structure professionals in an effective and accountable manner with the aim to optimise competitive advantage through organisational learning (Argyris & Schön 1974, Senge 1990). To develop this capability it is relevant to continually educate the professional workforce; Continuing Professional Development.

The tension between professional thinking on the one hand (or democratic, Argyris & Schön 1974) and bureaucratic on the other causes a problem in perception, whereby the professional perceives efforts on behalf of the organisation to standardise learning and capabilities as impeding on professional autonomy (Day and Sachs 2005). This is illustrated by the fact that the expression CPD is a relatively young concept that follows on from Continuing Professional Education (which is still widely used). The key difference is that in Development the emphasis seems to lie more on the professional than with the organisation (Du Boulay 1999, 2000).

This shift is to do with a growing understanding of how both organisations and individuals learn and develop, two key-concepts in this are the ideas of experiential learning (Kolb 1984) and reflective learning (Schön 1983). Simply put; experiential learning is the development of knowledge through experience – learning by doing, reflective learning is the development of knowledge through reflection – learning by anticipating.

The advent of new tools for learning has had a significant impact on the proliferation of these concepts, in particular that of reflective learning, which is essentially part of learning from experiences. New learning technologies and approaches encourage educational models to adapt to a different way of learning, as illustrated by concepts such as portfolios (Burke 1996, Wilcox & Tomei 1999, Atwal & Jones 2009) and problem based learning (Fogarty 1997, Albanese 2010).

Part of the reason for the rise of new learning approaches is due to the increased importance of technology in learning, first the advent of the internet in conjunction with ever increasing computing power has given it a boost and more recently the rise of Social Media. These web-based applications have a profound impact on Professional Development in that they enable the formation of (informal) occupational networks, allowing professionals to engage with each other, share experiences and exchange ideas. There is little empirical research into the potential of Social Media in improving CPD however, due to the recent rise of Social Media and the fast-changing dimensions of these applications. This leads to the focus of this thesis – the intersection of Social Media and CPD.

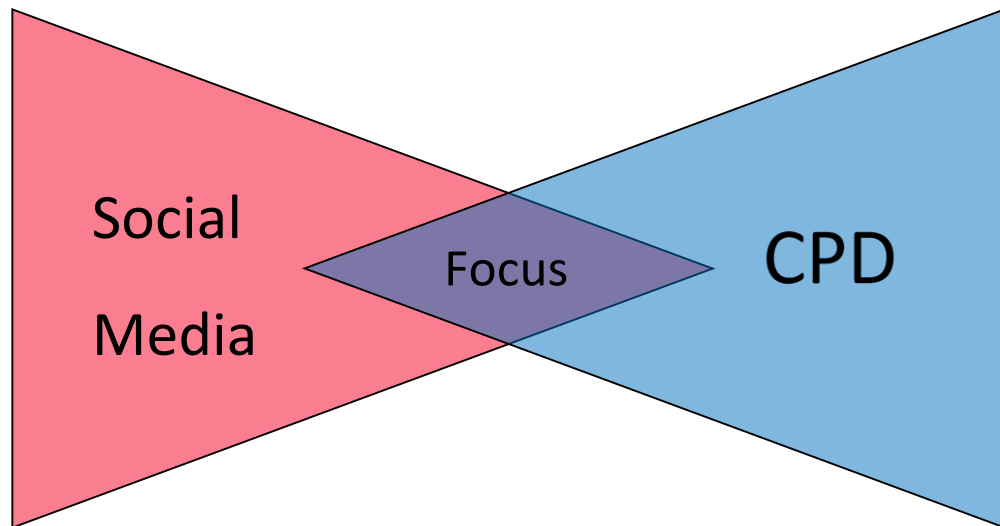


FIGURE 2: FOCUS OF STUDY

This focal point is not merely based on personal development; the theory surrounding organisational learning is rapidly evolving, in no small part due to advances in the field of Knowledge Management. From this field one can gain a better understanding of the concept of knowledge and its significance in both the individual learning process and the development of an organisation. The expression organisation should be interpreted in its loosest form, so that it may also refer to the organisation that is a profession but also so that it may refer to informal organisations such as occupational communities.

2.1 CONTINUING PROFESSIONAL DEVELOPMENT

Continuing Professional Development is a complex paradigmatic subject matter that is influenced by a large number of factors. It primarily should be regarded as part of the spectrum of adult learning, and originates in the previously popular expression of continuing professional education. Due to the nature of the topic most significant literature is either found by taking a helicopter view of the key contributing factors, adult learning and professionalism, or by investigating the discussion of CPD in the context of particular professions.

2.1.1 THE RISE OF ADULT LEARNING

Adult learning is a concept that has been prominent in an educational niche for well over a century, although it came to general prominence via the United Nations' International Education Year, in 1970, which triggered a concerted effort to define the concept of adult learning and resulted in a host of studies that were presented in an edited overview by Dave (1976). Jarvis (2006) edited an excellent overview of prominent thinkers in adult learning which outlines the history of the topic. Early relevant views in this domain include the thinking of Dewey, Thorndike and Lindeman from the American school and Mansbridge, Yeaxley and

Tawny from the English school. Of these it was Yeaxley who was considered to be the first to speak of adult education in terms relevant to modern society. He sought to set education in formal, informal and non-formal contexts and, perhaps even more important, he was the first that held them in equal esteem (Cross-Durant 1983 : 39 ed. Jarvis).

One important result of the International Education Year was the publication of a report that became known as the Faure report (Faure, 1972). Commissioned by Unesco it set out to seek “over-all solutions to the major problems involved in the development of education in a changing universe.” (Faure 1972 : v). This point was emphasised by the diversity of the commission, led by former Prime Minister of France Faure, it also included members from every continent and a Russian representative. It found that “the concept of global education (in school and out of school) and of lifelong education (all through life as well as during childhood and adolescence)” was “emerging clearly as a conscious aspiration”. (Faure 1972 : 48). This resulted in a request to fundamentally change the way we learn – a clarion call to bridge the gap between what children learn and what real-life expects by acknowledging that adults learn throughout their lives. This can be considered, in many ways, the beginning of the ideology of “*the Learning Society*” which forms an important part of the report.

The shift in society was illustrated by Schön (Beyond the stable state, 1973) who deliberated about how society was changing between 1966 and 1970. Schön asserts that stability is no longer feasible in a society where information overload continuously forces change, therefore reducing a faith in a stable state of mind to being useless. He states a number of factors for this loss of stability, increased market-pressures, but also technological changes; “Social and technological systems interlock. An apparently innocuous change in technology may emerge as a serious threat to an organization because it would force it to transform its theory and structure. ” (Schön 1973 : 12)

He proposed the idea of systems which at the foreground do not promote stability but change – learning systems; such systems would aid society to cope with the constant state of flux but required a fundamentally different approach in thinking. This advice prominently featured in a follow-up report on adult learning, also published by UNESCO (Delors 1996). In which the author asserted that learning throughout life will be essential to cope with the evolving requirements of the labour market of the 21st century. Continuing Professional Development nestles into the concept of adult learning in that it embodies the specific learning aimed at and undertaken by professionals.

2.1.2 CONTINUING PROFESSIONAL DEVELOPMENT – A DEFINITION

Continuing professional development forms one part of the broader concept of adult learning (or lifelong learning, adult learning will be used for clarity) – A brief definition for adult learning is that it encompasses the entire system in which adults obtain new knowledge (Faure 1972).

Adult learning can be further split into post-degree education (a developmental process) and re-training or re-skilling (a remedial process), the latter mainly referring to those that have become unemployed or want a career change and are adopting new skills to become more employable. Post-degree education (a developmental process) can be applied to the training of people after they obtained a formal education and are ‘training on the job’. This spectrum is covered by a plethora of expressions: Continuing education, lifelong learning, staff training and so on, there are numerous instances of ‘development’ too; staff development, professional development, career development, career planning and continuing professional development. The use of these expressions varies not only from profession to profession but also from workplace to workplace and indeed from a managerial view (staff development and staff training for example) to a professional view (personal development, professional development and career planning and development for example).

In this complex mix of expressions there is one aspect that seems to underpin all these expressions: the fact that they are referring to formal or standardised training activities in one form or another, from attending conferences, formal training and structured induction courses to professional accreditation, further education and part-time courses.

In the context of libraries there have been numerous authors that sought to provide some form of clarity on what these various expressions mean. Prytherch (1986) defined training in the context of libraries as:

“Training in libraries is the systematic instruction of staff at all levels in new attitudes or new skills; random bits of continuing education or mere learning on-the-job cannot be called training; 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 its effectiveness”

This is a managerial or organisational view of training in the context of libraries and reflects the situation in most academic libraries in the United Kingdom where training is offered as part of the University development plans. Haycock (2001) made the distinction between staff development and professional development as staff development belonging more to the organisational approach and professional development as being focused on the personal level.

This personal level view corresponds with the view offered by Houle (1984), who defined continuing education as:

“some form of learning which offers opportunities to deepen understanding and extend knowledge, sensitiveness and skills beyond a previously established level of accomplishment, whether towards the improvement of professional competence or any other goal”

Dotan discussed work by Roberts and Konn, who in 1991 suggested the expression continuing professional development as an expression that covered *“both continuing education and staff development but purely from the perspective of the professional association and not that of employers or professionals”* (Dotan 2000 : 43). Although the expression CPD presently is used in a much broader context than just that of professional associations, it does seem suitable to apply the definition of CPD as stated by CILIP to be the standard for this study:

“CPD is the planned and systematic updating of professional knowledge and improvement of personal competence throughout the individuals life.” (CILIP 2012)

This definition is also reflected in the definition by Prytherch (2000 : 181) who described it as:

“CPD is a career-long process of improving and updating the skills, abilities and competencies of staff by regular in-service training and education, supported by external courses”

Prytherch’s definition differs however in that it explicitly mentions support by external courses which is a factor that is presumed in the definition by CILIP. As such Prytherch’s definition offers a more useful definition in the context of a study that does not exclusively research CILIP members.

2.1.3 ON PROFESSIONS

The rise of professions is related to the protection of certain occupations that were responsible for matters that required a highly responsible approach to their occupation and intensive training to reach the status of professional. Traditionally these include guilds, but the clergy, including the academia with its clerical roots, medical and legal professions, which are characterised by a highly recognisable function that is valued and protected in society, consider themselves a separate category of professionals due to their protected legal status. In the introduction of their book "The end of professions?", Broadbent et al. (1997) illustrate the journey that the expression "*professional*" has made. They propose that under the pressure of the changing society, what some would call the advent of the information age, the expression has undergone a paradigmatic shift to include those occupations which require specialist knowledge that (generally) is acquired through gaining a degree. Murphy (1990) calls this the '*proletarianization of the professional?*'. The referral to the proletarianization, in itself a direct

reference to Marxism, or fall, of the professional refers to the loss of autonomy that professionals enjoyed a century ago in their relation with clients protected by the state. This demonstrates a shift from protected professions to self-defined professions and is reflected in the work of Freidson.

Freidson (1986) offers a thorough evaluation of the semantical connotations and denotations of the word professional. He states that the expression professional “implies a method of gaining a living while serving as an agent of formal knowledge and implies as well the fact that bodies of formal knowledge, or disciplines, are differentiated into specialized occupations.” (Freidson 1986 : 20). He continues to state that the problem with trying to identify a definition is that it seeks to treat the ‘profession’ as a generic concept rather than a changing historic concept.

MacDonald (1995 : 160) who, ignoring this autonomous and protected role entirely, offers the definition:

“...professions are knowledge based occupations and therefore the nature of their knowledge, the socio-cultural evaluation of their knowledge and the occupation’s strategies in handling their knowledge base are of central importance.”

For the sake of clarity and to align this text with key-expressions such as Continuing Professional Development and Professional Association, the expression professional as derived from MacDonald’s definition of professions (1995) will be utilised in this study.

Many new professions have emerged since the nineteenth century, Abbott (1988 : 323) describes professions as the way societies structure expertise. The structuring of expertise leads to professions being self governed by professional bodies organisations, chartered or not, that claim the right to self monitoring and self-regulation of members in their day to day work: to “independence, autonomy and discretion.” (Middlehurst and Kennie 1997 : 59 as quoted in Cox 2006 : 16). The socio-cultural evaluation of the occupations’ knowledge and the handling of the knowledge base require specific, often accredited, qualifications to allow people to seek affiliation with a professional association.

2.1.4 CPD AND LIBRARIANSHIP

Continuing professional development has a long history within librarianship in the UK. A report published in 1968 by the Library Advisory Councils of England and Wales, the so-called 'Jessup Report' (Department of education and science, 1968), estimated a significant increase in the total number of qualified librarians but found that the ability to train these new librarians adequately was not strong enough (Hornung 2011). The author of the report described how

the LIS field had expanded rapidly in the years since this report and the challenges that this brought along in terms of ensuring that there would not be an over-supply of new librarians, remarking that it was difficult to estimate how many would leave the profession (temporarily) “How many women librarians would there be, and how many of these would marry, have children and, if so, how soon after marriage, and how many would return to librarianship later, and how much later?” (Department of Education and Science, 1968 : 135). What this work highlights is that there was a focus on training rather than development during this period.

In 1975, the Library Association's Education Committee set up a Working Party on post-qualification training with the aim of establishing an outline to improve training of librarians in the UK. A review by the Library and Information Services Council (LISC) on LIS professional education and training reiterated the importance of a formalised approach and they proposed a national co-ordinating committee (Library and Information Services Council, 1986). This authority was meant to look post-degree education, but also on continuing education for qualified professionals.

One could argue that despite these efforts, the outcome of these initiatives could be considered ineffective. Work by Slater (1976, 1988, 1991, 1991b) looked specifically at continuing education in the LIS sector, and as late as 1991 she urged awareness of the fact that management of organisations employing librarians in specialised roles did not see enough value in educating LIS professionals

Roberts and Konn (1991) sought to provide a concrete outline of the objectives of a national CPD system for LIS professionals, this time not only in the form of policy, but with adequate financial backing. This followed on an initiative by the Library Association which launched its CPD initiative for members in 1992 (Foreman, 1992). It is relevant to note that at this time the information profession was still represented by a different professional association, the Institute for Information Scientists (IIS). In 2002 these two associations would merge into the Chartered Institute of Library and Information Professionals (CILIP).

Usherwood et al. (2001) discussed the retention of public library staff in a commissioned report for the Council for Museums, Libraries and Archives. They arrived at the conclusion that the nature of public library work was a major factor in retaining quality staff, however, they also concluded rather harshly that “those with ambitions and transferable skills will tend to leave. Those with less ambition and with less developed skills will stay... and stay.” (Usherwood et al. 2001 : 100)

They attributed this directly to the poor quality of training available to library professionals. They went on to discuss the calls for compulsory CPD as part of the professional recognition by the Library Association but conclude that this would be contentious and difficult to achieve.

Professor Sheila Corrall discussed CPD in the context of strategic planning in libraries and laid out an argument that there is a need for a formal policy statement on staff development, that there should be a manager with staff development in their portfolio and that there should be a commitment to support staff development financially. (Corrall, 2000)

In 2002 CILIP formed out of a merger between the Library Association and the Institute for Information Scientists. In 2006, 4 years after the merger, Broady-Preston evaluated the role, purpose and effectiveness of CILIP. She reported that CILIP viewed its role in education and training as fundamentally important, although at the time of writing it was difficult to evaluate that role appropriately as CILIP had not existed for a long time.

Events spanning the period since this evaluation, suggest that CILIP is struggling to fulfil this fundamental target. Then president of CILIP Phil Bradley posted a rather provocative post in 2010 wondering what would happen if librarians (sic) did not have a professional body to represent them, indicating a concern for the existence of the organisation (Bradley, 2010). The organisation ceased large sections of its formal training program due to a lack of interest and the dramatic and continued decline in membership, from 17,857 at the start of 2010 to just 13,756 in February 2014 (Dada et al., 2014 : 8) indicates that there are major issues underlying the role of CILIP although it has to be noted that the rate of attrition appears to be slowing down (CILIP, 2014 : 6a).

Broady-Preston (2009) provided an overview of factors that led to a changing environment for professional development in the information profession. Primarily focussed on Web 2.0 as a key-driver for a paradigmatic shift in the meaning of what an information professional is, she put in a direct link to the issues related to defining what the information profession is. A fundamental question that, considering the struggle of the primary professional association can only be considered as still relevant. MacDonald (1995 : 160) offered the notion that *'professions are knowledge based occupations and therefore the nature of their knowledge, the socio-cultural evaluation of their knowledge and the occupation's strategies in handling their knowledge base are of central importance.'*

In the introduction of their book "The end of professions?", Broadbent et al. (1997) illustrate the journey that the expression "*professional*" has made. They propose that under the pressure of the changing society, the expression has undergone a paradigmatic shift to include those occupations which require specialist knowledge that (generally) is acquired through

gaining a degree. Raymond Murphy (1990) calls this the '*proletarianization of the professional?*'. The referral to the proletarianization, or fall, of the professional refers to the loss of autonomy that professionals enjoyed a century ago in their relation with clients protected by the state.

In the current financial climate public libraries are under pressure to 'proletarianize', with the function of formally trained public librarians under severe pressure due to council budget cuts and libraries closing down throughout the country it is clear where part of the decline of CILIP originates. This decline could then be traced back to the decline of the profession of librarianship. Traditional professions are largely shielded from this effect, for example the clergy, medical and legal professions, are characterised by a highly recognisable function that is valued and protected in society. These professions have a protected legal status – it is illegal to claim to be a representative of the church, legal or medical profession without the appropriate 'accreditation' or membership of that profession. Despite this there is a massive decline in the role of the clergy in society, legal representatives increasingly have a negative public image and even the medical profession, as a part of the NHS in the UK, is under increasing pressure and public scrutiny.

Within librarianship the debate on professionalism and what defines librarians is, and has been, ongoing. Abbott, one of the foremost experts on the subject of professionalism, was invited by the American Library Association (ALA) to speak on the subject in 1995 (extended into an article, Abbott, 1998) where he warned that the profession could only survive if it embraced the technological challenge it was facing. Essentially his message was: Change to secure your professional knowledge base, or face proletarianization of your profession.

Handling the knowledge base can be considered a primary function of a professional association, CILIP described itself as the foremost representative of the LIS profession in the UK (Broady-Preston 2006). But maintaining the skill base should also be of paramount importance to all who consider themselves to be librarians. CILIP continues developing the Professional Knowledge and Skills Base (PKSB) and maintains it collaboratively with third parties, such as universities and employers, as a tool to inform members and employers of the competencies and values that staff might be expected to maintain.

The PKSB is one of a number of overviews available to identify skills and competencies required in the information profession. The Skills Framework for the Information Age (SFIA.org, 2015) is a joint initiative of the Institution of Engineering and Technology (IET), Chartered Institute for IT (BCS - British Computing Society), The IT Service Management Forum (itSMF

UK), UK Sector Skills Council for IT (e-skills UK) and The Institute for the Management of Information Systems (IMIS).

SCONUL utilises the seven pillars of information literacy (2011) as a model to discuss skills and competencies required for teaching and learning information skills in relation to academic libraries.

2.1.5 FORMATION OF OCCUPATIONAL COMMUNITIES

Kennedy (2011) conducted a study into collaborative continuing professional development in the context of teachers in Scotland. She suggests that collaborative CPD is more effective than individual CPD but that this clashes with the way that standards-based CPD frameworks work, due to the reliance on measuring individual competences and the likelihood that collaborative CPD is conducted informally, thus making it even harder to measure. This is the basic conflict as highlighted by Freidson (2001) and Abbott (1988) of bureaucratic systems versus professional systems. She states “that not all professional learning can or should be formally accounted for – there is a requirement for professional trust in order that the benefits of collaborative, informal and incidental learning are not lost in an attempt to formalise and individualise them.” (Kennedy 2011 : 39)

These studies indicate that there is a growing realisation that CPD should be moved from an individual perspective to a more social and collaborative state.

In their critical overview of literature on CPD, Day and Sachs (2005 : 7) identify two types of discourse in the teaching professionalism domain, illustrated by the following table:

<i>Managerial professionalism</i>	<i>Democratic professionalism</i>
System driven/ends	Profession driven/ends
External regulation	Professional regulation
Drives reform agenda	Complements and moves beyond reform agenda
Political ends	Professional development
Competitive and market driven	Collegial and profession driven
Control/compliancy	Activism

FIGURE 3 MANAGERIAL VERSUS DEMOCRATIC PROFESSIONALISM

The bureaucratic approach to professionalism is borne out of a desire to standardise the profession and to ensure that there is a form of control (external regulation) on the profession, this results in a systematic approach to professionalism which clashes with the ‘true’ nature of professional development.

From the work of Wilson and Berne (1999) a number of approaches that have demonstrated to be successful can be identified. In all instances the key to successful CPD was the 'community' approach. Successful professional change was achieved by forming communities of practice in the shape of scientific communities (Roseberry & Ogonowski 1996), book clubs (Carpenter et al. 1996) or networks of teachers that gathered to discuss issues related to teaching in their subject area (Featherstone et al. 1993).

The role of collaborative CPD was an interesting and unexpected focus to arise from the literature on CPD in the teaching profession. Primarily because it aligned well with the knowledge management paradigm of enabling improved exchange, transfer and sharing of knowledge through the use of communities.

In the last decades work on Communities of Practice (CoP) became increasingly popular in academic circles. Wenger (Lave and Wenger 1991, Wenger 1998, Wenger 2000) is generally considered the propagator of the concept, although Brown and Duguid (1991, 2001) have also had considerable influence. Originating in organisational learning theory, the expression was meant to describe tight-knit groups of people with a shared goal who organised themselves in an informal group and as such encouraged learning from their peers. Cox (2005) sought to clarify the concept based on the work of Wenger and Brown and Duguid and found that the term is used ambiguously and frequently does not refer to the original form intended in the early literature, the expression has increasingly been bleached of specific meaning. The expression has been used in many different circumstances, describing a huge variety of social groupings, but frequently devoid of a real understanding of the original concept (Cox 2008).

The expression networks of practice gained ground in the literature slightly later than Communities of Practice did, the expression generally attributed to Brown and Duguid (2002) but, similarly to the expression Communities of Practice it had been used before. Arguably it was Faraj and Wasko (2001, Wasko and Faraj 2005) who conducted seminal work in this particular area and put it on the research agenda as an alternative to Communities of Practice. A network of practice can be described as a loosely linked (or weakly tied) community that crosses organisational boundaries. This enables cross-organisational knowledge sharing (Faraj and Wasko, 2001) which is of significant interest in relation to Professional Associations which could be seen as a mediator for this type of knowledge sharing (Cox 2008).

The definition of networks of practice leaves room for several different, more specified types of social groupings that could be considered a network of practice but can also be more strictly defined. A network of practice that merely communicates through the use of the internet for example would be an online or virtual community. A community that merely exists because

the binding factor is the profession that they share is considered an occupational community, (Van Maanen and Barley 1984). Cox (2008 : 328) enhances this definition with the following; occupational communities are essentially networks of practice, with three defining features: 1) the self image of individuals is based on occupational role, 2) participants share values, norms and perspectives and 3) there is an overlap between work and social relationships.

To understand how occupational communities form it is relevant to use the defining features that Cox highlights, the shared occupational role, shared values, norms and perspectives and the overlap between work and social relationships all apply to professionals that take part in CPD. Such communities form not only in the workplace (Bechky 2003) but also through external activities, such as CPD training and by taking part in virtual networks (Wasko et al. 2009). Bodell et al. (2009) Identified that taking part in virtual networks is a strong way of demonstrating CPD participation with benefits for those that undertake the activity of blogging about their work.

An important underpinning theory as to how and why communities form and what the potential benefits of such communities are, lies in the theory of social capital. Adler & Kwon (2002) provide an excellent multi-disciplinary overview of the concept of Social Capital. They describe the 'Core Intuition' guiding social capital as "the goodwill that others have towards us" and the main effect of this is described as follows; "if goodwill is the *substance* of social capital, its *effects* flow from the information, influence and solidarity such goodwill makes available." (Original emphasis: Adler and Kwon, 2002 : 18). They go on to explain that social capital is gained from the position of the actor in their social network.

Nahapiet and Ghoshal (1998) approached Social Capital as a vehicle, with intellectual capital, for organisational advantage. They provide a strong definition;

"the sum of the actual and potential resources embedded within, available through, and derived from the network of relationships possessed by an individual or social unit. Social capital thus comprises both the network and the assets that may be mobilized through that network." (Nahapiet & Ghoshal 1998 : 243). Although Nahapiet and Ghoshal make the point that Social Capital is not necessarily only a 'good thing' many authors attribute positive effects to the concept. One such effect is that of learning, although Nahapiet and Ghoshal are ambiguous about this effect; "the role of social capital as an aid to adaptive efficiency and to the creativity and learning (Nahapiet and Ghoshal 1998 : 244).

Schuller and Field (1998), both scholars in the field of Adult Learning, are more positive about the role of Social Capital and learning – specifically based on the work of Coleman (1990) who, effectively, argued that Social Capital has a positive impact on the learning capability of a child.

This was drawn into the context of Adult Learning by Schuller and Field. They argue that Social Capital is crucial to many forms of effective learning and as such has an influence on Human Capital (i.e. the formation of knowledge).

This line of thought suggests that occupational communities can help address issues surrounding Adult Learning and thus CPD. Tseng and Kuo (2010) investigated the manner in which self-regulatory mechanisms for online behaviour in occupational communities influenced learning – they argue that the mechanisms used by those that participate consciously in occupational communities, benefit their learning through maximising their Social Capital through knowledge sharing.

Inkpen and Tsang (2005 : 160) investigated the benefit of developing Social Capital for firms and arrived at the conclusion that: “For effective and efficient knowledge transfer to occur, firms may have to manage and build social capital proactively.” But they also warn that there are many different types of networks and that each network comes with its own limitations. Melancon (2007) published her thesis on the “Relationship between participation in Professional Development and level of Social Capital.” She recommends that part of the Human Resource focus of organisations should be dedicated to encourage the building of Social Capital to encourage learning of the workforce and concludes that Social Capital has a positive impact on participation levels in CPD.

2.1.6 THE LEARNING PROCESS, FROM INDIVIDUAL TO COLLABORATIVE

The key-purpose of CPD is to facilitate learning. Although learning is primarily an individual process the concept of collaborative learning is of interest to both the concept of collaborative CPD and occupational communities.

The concept of learning is open to various approaches. One of the concepts that has had most impact on modern ideas of learning is that of constructivism, based on the work by psychologist Piaget (1950) who, in contrast to the idea of objectivism; everything has an absolute value that can be transferred from one person to another, states that each idea or concept takes on the value of the person interpreting it, or meaning gets constructed through interaction. During the 1980’s this concept was translated to a theory of learning by Kolb (1984), who, also based on work by Dewey (1938) and Lewin (1951), argues that learning is based on experiences. He combines the work of the three “foremost intellectual ancestors of experiential learning theory.” (Kolb 1984 : 15), to lay down the theoretical foundation for experiential learning. He distils the following characteristics of experiential learning:

- Learning is best conceived as a process, not in terms of outcomes
- Learning is a continuous process grounded in experience

- The process of learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world
- Learning is an holistic process of adaptation to the world
- Learning involves transactions between the person and the environment
- Learning is the process of creating knowledge

He then further distils these into a definition of learning: “Learning is the process whereby knowledge is created through the transformation of experience.” (Kolb 1984 : 38).

Learning is primarily seen as an individual process, although the concept of collaborative learning discusses benefits of performing learning in participation with others. Gokhale (1995) argued that collaborative learning can enhance critical thinking, the conducted study compared individual versus collaborative learning in two circumstances. In the ‘drill-and-practice’ (pertaining to factual knowledge and comprehension of the concepts) tests there were no significant differences. In the critical thinking test Gokhale demonstrated a significant benefit for collaborative learning over individual learning; “collaborative learning fosters the development of critical thinking through discussion, clarification of ideas, and evaluation of others' ideas” (Gokhale 1995).

This concept has its roots in the work of the aforementioned Piaget (1950). Although Piaget had a primarily individual cognitive approach in his work, it led to psychologists applying his thinking to groups (Dillenbourg et al. 1996). Originally this resulted in the study of *cooperative learning*, which Dillenbourg differentiates from *collaborative learning* as follows: “In cooperation, partners split the work, solve sub-tasks individually and then assemble the partial results into the final output. In collaboration, partners do the work ‘together.’ (Dillenbourg 1999 : 8) It is argued that Social Capital has a positive influence on the ability of actors to work collaboratively (Schuller and Field, Inkpen and Tsang 2005, Melancon 2007).

2.1.7 THE HOW AND WHY OF KNOWLEDGE SHARING

As Gokhale (1995) pointed out, collaborative learning promotes discussion, clarification of ideas, and evaluation of others' ideas. These can be considered vehicles for knowledge sharing as well as provide a platform to stimulate critical thinking. This concept is important in that it discusses the parameters that influence the potential of a platform for knowledge sharing.

Lin et al. (2009) identify two types of research direction into factors influencing knowledge sharing, that of contextual factors (trust and norm of reciprocity) and personal perceptions (knowledge sharing self-efficacy, perceived relative advantage and perceived compatibility.)

The definition of an occupational community allows us to overcome a number of the factors influencing the motivation to share knowledge online. The fact that participants share values,

norms and perspectives as well as have an overlap between work and social relationships means that a higher level of reciprocity and trust can be expected, this is compounded through the use of Social Media (Valenzuela 2009). The fact that participants share an occupational role means that they are likely to share a common vocabulary, possibly overcoming (to an extent) difficulties decoding codified knowledge.

Hendriks (1999) looked at the influence of ICT on the motivation for knowledge sharing. He identified a group of motivators to make people share knowledge via ICT systems. His identified motivators are:

- Sense of achievement
- Sense of responsibility
- Recognition of job done
- Operational autonomy
- Promotional opportunities
- Challenge of work

These factors can all be firmly placed in the personal perceptions category identified by Lin et al. (2009). However, the author modified Herzberg's two-factor theory (1987) stating that 'Hygiene', factors such as salary, status, company policy, interpersonal relationships etcetera detract from behaviour and 'Motivators', those listed above, add to behaviour, in this case the behaviour of sharing knowledge. The 'Hygiene' category could be interpreted as close to the contextual factors identified by Lin et al. (2009).

The element of trust is under-lit in Hendriks' work, merely referring to the fact that if there is no trust, than people will not share knowledge, no matter how motivated they are, this perception is based on work by Boone (1997). Bakker et al. (2006) have looked specifically at the role of trust in the context of social capital and knowledge-sharing and have come to the conclusion that there is certain confusion in the literature regarding the importance of trust. They state that the 'team factor' or the fact that two actors sharing knowledge are part of a team is more significant than whether these actors trust each other. This seems a bit of an open door however, as the study failed to reveal the importance of trust in the formation of teams as well as a lack of acknowledgement that in New Product Development (their particular focus of research) team-members are likely to have prior knowledge of each other as these teams tend to be formed within a singular organisation. On top of that, a project formed to develop a new product has a 'forced-trust element' ie. team members have to trust each other for the sake of the project, failure of the project would result in a bad reputation for the team members. Maurer (2010) approaches trust as a key-element for successful inter-organisational project work, stating that successful knowledge exchange can only occur when trust exists

between the various partners. The temporal nature of projects makes it difficult to create trust, Maurer therefore recommends that project teams are formed from already acquainted actors and that the project has in-built incentives to promote trust.

One debate in the literature on knowledge sharing is whether incentives are beneficial or in fact break down trust? (See for example Bock and Kim 2001). Maurer (2010) gets around this debate by stating that rewards must be objective and transparent, based on work by Inkpen and Tsang (2005). This transparency is achieved by 'effective and sufficient' information flow between the partners which should reduce suspicion and fear of opportunism. The results show that this hypothesis is not significantly supported but may have some influence.

Kadefors (2004) investigated the role of trust in inter-organisational relations. She found that partnering practices in the construction industry have considerable potential in influencing the antecedents of trust and creative teamwork. Partnering between different project-participants is one way of ensuring that project teams are formed from already acquainted actors.

Another contextual factor identified by Lin et al. (2009) is that of the norm of reciprocity which has its roots in sociological and economical research. It is generally understood to be part of the mark-up of transactions between different actors. Fehr and Gächter (2000) use a quotation from Norse mythology, the Edda. "A man ought to be a friend to his friend and repay gift with gift. People should meet smiles with smiles and lies with treachery." The authors place reciprocity at odds with the self-interest theory which states that individuals will always choose what is best for them. The concept of reciprocity therefore offers the potential to explain why people are (or in some cases are not) inclined to share knowledge online. Regarded from this perspective reciprocity plays an important role in the forming of networks between different parties.

An important personal perception that leads to knowledge-sharing is that of self-efficacy. The basis for the concept of the role of self-efficacy in knowledge sharing was laid by Albert Bandura in 1982 who published a paper called "*Self-Efficacy in Human Agency*" in the journal *American Psychologist*. The paper discusses the belief one has to perform to the level required. Studies into the reason why people blog, or publish otherwise, to (unknown) on-line communities seem to indicate that self-efficacy plays an important role as an intrinsic motivator for such behaviour (Lu and Hsiao 2007, Johnson et al. 2008).

To share knowledge in an online environment it is important whether the actor believes that this is a better method than sharing knowledge via more traditional channels. The notion of relative advantage relates to the degree to which an 'innovation' (Lin et al. 2009 : 931) is perceived to be better than its precursor. In other words, it provides a motivation to adopt a

new technology or medium. These advantages can occur in the form of increased efficiency and effectiveness, economic benefits and enhanced social status (Rogers 2003).

Another factor that impacts on whether someone will share knowledge online, is the degree to which a participant is familiar with a technology or medium used increases the likelihood of that participant sharing knowledge with a community. This relates not only to technical ability but also to the existing values of the participant, such as lifestyle, work attitude and previous experiences with the technology used. (Lin et al. 2009)

Zboralski (2009) identified interaction frequency as one of the features of paramount importance for good interaction within a group of people (The other three features are compilations of, or variants of, the factors mentioned by Lin et al.(2009)). Zboralski's paper named "Antecedents of knowledge sharing in Communities of Practice" provides empirical evidence for the importance of interaction frequency as a means to successfully transfer knowledge. She found a significant link between members' motivation, community leader and management support and interaction frequency. These three antecedents are strongly related to the concept of Communities of Practice within organisations.

2.2 SOCIAL MEDIA

There is no universally accepted definition of social media, which is not surprising as it is a relatively young expression. Kaplan and Haenlein (2010) are probably closest to providing a working definition although this definition is reliant on definitions of Web 2.0 and User Generated Content.

Kaplan and Haenlein, identify Web 2.0 as "the technical platform that has enabled the evolution of Social Media" (Kaplan and Haenlein 2010 : 61). User Generated Content (UGC) refers to all content created by users, this ranges from status updates on Facebook to an entry on Wikipedia, but with the distinction that it needs to have been created outside of professional routines and practices, needs to be the result of a creative effort, thus excluding copy-pasting, and it needs to be published on a publicly accessible website or social network (OECD 2007; as quoted in Kaplan and Haenlein 2010).

Bearing these distinctions in mind Kaplan and Haenlein define social media as:

"Social media is a group of internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content."

A remark needs to be made about the definition of Web 2.0 as used by Kaplan and Haenlein. Social media and Web 2.0 are frequently used interchangeably, as with social media, Web 2.0 is a new phenomenon, an original attempted definition by O'Reilly (2005) focused on the business models (and effectively the social and technological principles that Knol, Spruit and Scheper (2011) refer to) that emerged from the use of technical advances. The underlying technology itself would therefore not be Web 2.0. Kaplan and Haenlein are effectively adding this aspect.

Another weakness in the Kaplan and Haenlein (2010) definition is the disregard of the social aspect in their definition; this can be considered one of the key-drivers of the success of these internet-based applications and should be included in a definition. To achieve this, the inclusion of a statement on the formation of informal virtual networks is added:

Social media is a group of internet-based applications that allow the creation and exchange of User Generated Content and encourage the formation of informal virtual networks.

For clarity, where in this document the expression "Web 2.0" was used, it was solely to describe the technological and social principles and the technological advances that power these principles that are underpinning the use of social media, whereas "social media" will refer to the actual applications that use these principles, such as Twitter, Facebook and Wikipedia.

Another notable point, Berners-Lee dismissed Web 2.0 as marketing speak and although this document uses the expressions Web 2.0 and social media, the amount of marketing focussed literature about social media suggests that the popularity of this expression is based on the need for marketers to develop buzz-words. Even so, it is important to acknowledge that the way in which we use the internet has changed dramatically and it makes sense to utilise these expressions to illustrate this change.

2.2.1 THE SOCIAL AND TECHNICAL UNDERPINNINGS OF SOCIAL MEDIA

The following model by Thomas Bebensee (2010) shows the principles that drive Web 2.0 and the technology oriented principles that underpin the social aspects. The middle row shows the social media that have been derived from these principles.

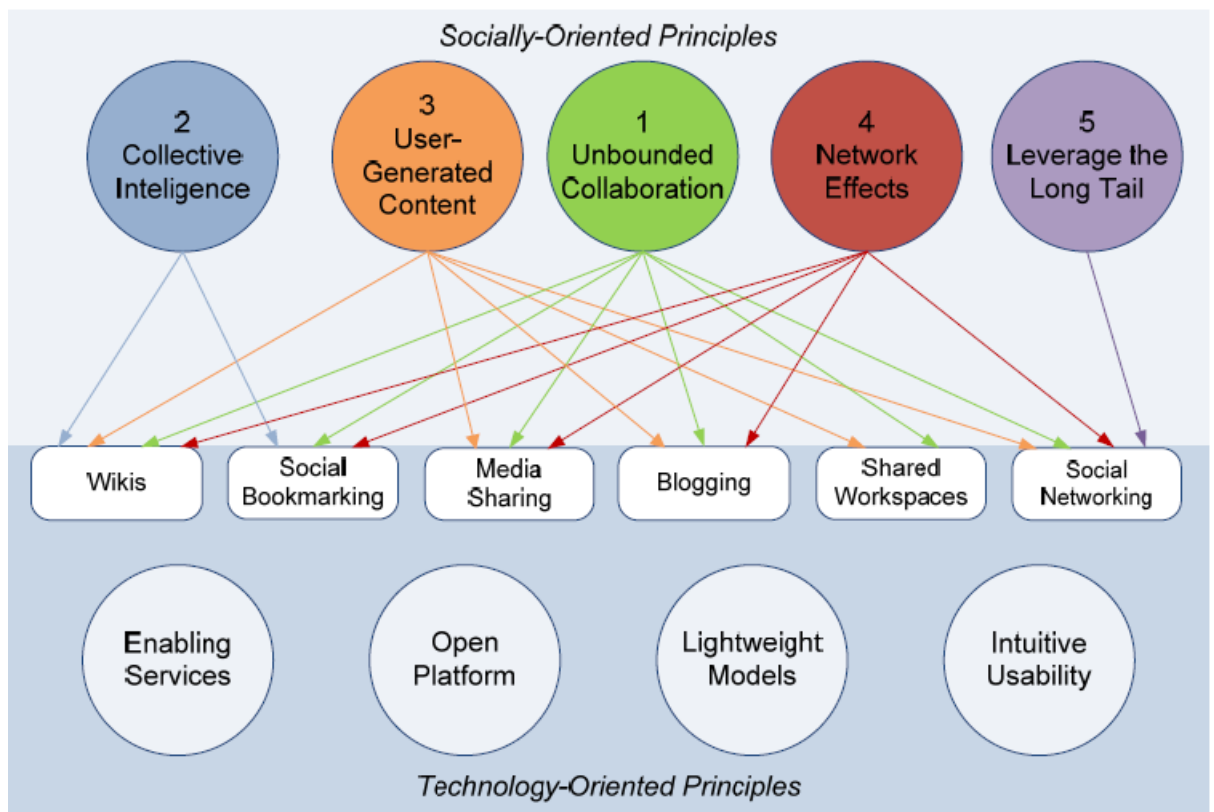


FIGURE 4: BEBENSEE’S MODEL OF WEB 2.0 PRINCIPLES

The technology-oriented principles are possible due to some important technical advances that have been achieved in the previous decade, leading to a proliferation of the socially-oriented principles which have redefined the web over the last ten years. The model by Bebensee is interesting because it illustrates the importance of both the technological and sociological principles that underpin Social Media even though he originally uses it to illustrate what Web 2.0 is.

2.2.1.1 SOCIALLY ORIENTED PRINCIPLES

Bebensee uses key-words that have been derived from work by Knol, Spruit and Scheper (2011 first published as a conference paper in 2008). Which in turn have been distilled from popular, rather than academic, literature on Web 2.0.

The principle of the **Long Tail** (Anderson 2006) proposes that due to improved search and retrieval technologies employed on the web it becomes easier to leverage value beyond the previously typical ‘Bestsellers’ – which leads to a change in purchasing culture.

The principle of **unbounded collaboration** is based on the opportunities that the Internet offers to work collaboratively; this is exemplified by consumer focussed products such as Google Docs as well as online conferencing tools such as Skype and more business-oriented variations such as Cisco WebEx.

Collective Intelligence is a principle that has been discussed by Surowiecki (2004) in “The wisdom of crowds” and will be discussed in more detail in the section on Crowds (2.3.2.1).

User Generated Content is simply the output of social media service users on a medium.

The last principle Knol, Spruit and Scheper (2011) refer to is that of the *Network Effect*, a principle that stems from economic theory and states that a critical mass needs to be achieved for a communication network to be effective – the success of a telephone depends on the number of active connections.

2.2.1.2 TECHNOLOGY-ORIENTED PRINCIPLES

Enabling Services is the principle that web services enable specific user-behaviour and principles. An important part of this is rooted in the use of Application Programming Interfaces (APIs).

Open Platform is essentially a principle that enables Enabling Services – the use of open standards allows for services to communicate with each other. Another aspect of the Open Platform principle is that users are able to interact with web services on their own terms, allowing for customisation of the service either through the core service or through ‘clients’, effectively getting out of the service what they want. This is largely possible through the AJAX technological framework.

Lightweight Models refers to underlying technologies such as XML (eXtensible Markup Language), REST (Representational State Transfer) and SOAP (Simple Object Access Protocol) which, together with the principle of Open Platforms allows programmers to make web services communicate with each other using the enabler that is the API. Another important aspect of this is the principle that web services should not be weighed down by excessive programming as this impedes the user experience.

The principle of *Intuitive Usability* builds on the open platform and lightweight model principles and stipulates that a service should be easy to use and even easier to get used to.

2.2.1.3 AN OVERVIEW OF POPULAR SOCIAL MEDIA

During 2010/2011 a number of social media services had established after the rise of Web 2.0. The below overview discusses the most popular social media of that time. Since that time a number of new developments have pushed social media further into the multimedia and mobile domain in particular, the continued rise of mobile phones with built-in cameras has seen the rise of instant imaging applications, for example Instagram, Facetime and Snapchat as well as the rise of instant messaging app Whatsapp. Despite these changes Facebook, Twitter and Youtube continue to remain the biggest social media in terms of use and users in 2015.

	Background	What does it do	Success-rate
Facebook	Launched in 2004 – rapid expansion in 2005 as educational social network; 2006 as open social network	Mainly used as social tool with relaxed attitude of users – Offers platform for ‘Apps’	Facebook has expanded rapidly and has over 500 million users
Youtube	Launched in 2005 with venture capital – first video posted by founder in April 2005, now part of Google	Youtube is a video-upload site, it specialises in users posting videos to share with others	Youtube claims to have 24-hours worth of video uploaded every minute of the day.
Blogger	Blogger was founded in 1999 and nearly bankrupted during the dot-com bubble burst in 2000-2001 got acquired by Google in 2003	Blogger offers users the opportunity to write weblog posts (blogs) and to follow other blogs	Blogger does not publish usage figures but belongs to the largest blogging services in the world (together with Wordpress).
Wikipedia	Launched in January 2001 as online encyclopaedia after earlier initiatives failed	Wikipedia is an online encyclopaedia that consists of content created by and for users	Wikipedia’s success can be measured in the total number of articles – it now contains 3,5 million English articles – a sevenfold growth since 2005
Twitter	Produced in 2006 by board members of podcasting company Odeo – originally named twttr but quickly renamed Twitter	Twitter started as an SMS (text message) tool in the US. Thus limiting messages to 140 characters. It is now known as a micro-blogging site	Twitter had a relatively low-key incubation period but when stars like Stephen Fry and Britney Spears started using the service its use exploded to over an estimated 200 million users today (and growing)
LinkedIn	Founded in 2003 as a way to link colleagues together – received capital funding early on	LinkedIn is known as a ‘professional network’ it is essentially a social network with a strong professional focus. It adds 2 nd and 3 rd line contacts to encourage formation of professional networks	LinkedIn is The smallest of the services discussed here but with a more distinct audience. It has 100 million users in 200 countries.
<i>Please note: The data collated here was taken from the companies’ websites in 2010/2011</i>			

FIGURE 5 OVERVIEW OF POPULAR SOCIAL MEDIA

2.2.2 THE SOCIAL ASPECT OF SOCIAL MEDIA

2.2.2.1 THE CROWD

The *social* in social media is related to the fact that these services, or media, have become prominent due to User Generated Content (UGC). Videos on Youtube, pictures on Flickr, travel stories on backpacker.net, encyclopaedic information on Wikipedia, technical blogs on technorati and so forth have all been produced by users that had a drive to share such content with others. This bottom-up input from users has not only led to an explosion in material available but has triggered a virtuous (or vicious according to some as discussed in 2.6.3.2) circle of usage of social media.

The opponents of new media frequently state that the quality of the message is inferior to the message delivered through edited content. The proponents however argue that there is ‘wisdom in crowds’ (Surowiecki 2004) – referring to the capability of a crowd to improve the quality of a message, a principle used to full effect on popular online encyclopaedia Wikipedia, a source which in popular believe is said to contain better quality articles than for example the Encyclopaedia Britannica¹. A principle in Open Source Software development is that *“given enough eyeballs, all bugs are shallow”* which translates into normal language as *“if there are enough testers and programmers that see the code of a program, the quality of the program improves”*.

Surowiecki offers another compelling example of this wisdom of crowds by drawing on the popular TV gameshow ‘Who wants to be a Millionaire’ – this show offers the option to get an answer by asking the audience and, more often than not, the outcome of this polling provides the correct answer. Another example is the use of this collective wisdom by Google – Google searches for the most relevant pages by assessing how many other web-pages link to each of the results. This model assumes that if many other websites link to a page than the content of that particular page must be relevant for the searcher. Surowiecki’s model is based on statistics, the more people that answer a (closed) question, the closer the mean of the answers is to the measured outcome.

This theory is relevant to this research in that it is essentially part of the knowledge question of professions. Provided we assume that codified knowledge or indeed information is stored in the cloud than it becomes a possibility for the profession to benefit from each other’s experiences in ways that were not imaginable without the crowd in the cloud.

¹ Ironically, the best place where this is discussed is on Wikipedia itself:
http://en.wikipedia.org/wiki/Reliability_of_Wikipedia

2.2.2.2 FLUIDITY OF CROWDS AND PLATFORMS

Although the internet was always about social connectivity, it took until the last decade to achieve success in this field. The most powerful social media services were launched during the first half of this millennium. There has been considerable consolidation of services in the second half of the last decade. Many early arrivals were forced down in the market, either due to poor decisions or because of a fall in popularity. A strong example of this is MySpace which put claim to being the biggest social network in the previous decade but was threatened with closure after a take-over by Rupert Murdoch's News Corp in 2005 started the downward spiral. In 2011 MySpace was purchased by pop-artist and actor Justin Timberlake and Specific Media Group for a fraction of the price (BBC 2011a). It is therefore imperative to highlight the fluidity of social media – what is a success today, might be gone tomorrow.

2.2.2.3 COMMUNITIES AND SOCIAL MEDIA

As stated in the definition (p. 31) social media enable the formation of virtual communities. This does not happen in a unified manner on all applications; Wikipedia for example forms a loose community by encouraging groups of people to participate in article-writing whereas LinkedIn encourages people to link with each other to benefit from the connection with second and third line contacts.

Valenzuela et al. explored whether the social links formed via a social medium such as Facebook constitutes social capital or not. The authors state that “participating on a social network site such as Facebook enables individuals to develop norms of trust and reciprocity, which are necessary for successful engagement in collective activities.” (Valenzuela et al. 2009 : 877). They found that although strong ties might not benefit from participation on social network sites “a person's weak ties may increase because the technology is suited to maintaining these links cheaply and easily.” (Valenzuela et al., 2009 : 881). An earlier, similar, study on social capital and Facebook found: “Our participants overwhelmingly used Facebook to keep in touch with old friends and to maintain or intensify relationships characterized by some form of offline connection such as dormitory proximity or a shared class.” (Ellison et al. 2007), suggesting that Facebook is being used in particular to maintain weak ties with ‘*real-life*’ contacts.

Maintaining such relations is relevant to professionals in that it enables them to find each other on-line and maintain a relation over an extended period of time ‘cheaply and easily’. This obviously benefits the formation and sustainability of occupational communities (Skeels and Grudin 2009). Chen et al. (2009) highlighted that another potential benefit for the formation of social capital exists in the possibility of having ‘new friends’ recommended by the social network site. A strong example of this is provided by Twitter which scans the content of your

own messages and compares this to messages of other users that are close to your connections. If it finds that there is a potential match it will recommend 'following' that person and as such creating another weak tie. A similar feature exists on LinkedIn and Facebook ("People you may know", Chen et al. 2009).

2.3 CONCLUSION

As illustrated in this chapter, both key-components that contribute to this research are subject to a number of influences and opinions. For the purpose of clarity CPD and social media have been defined as follows;

"CPD is the planned and systematic updating of professional knowledge and improvement of personal competence throughout the individuals life." (CILIP 2012)

Social media is a group of internet-based applications that allow the creation and exchange of User Generated Content and encourage the formation of informal virtual networks.

The definition for social media is based on that of Kaplan & Haenlein (2010).

The literature presented here serves as a pre-amble to the actual research and should be read as such. It has enabled an insight into the theory that was considered before defining the research methodology. As a result it has aided the preparation of the data collection and the interpretation of the data throughout the analysis. Where necessary, further literature was sought to clarify points of interest during the analysis.

3 GROUNDED THEORY METHODOLOGY

This study used grounded theory methodology to research the interface between social media and professional development. Other methodologies were considered but deemed unsuitable due to a variety of reasons. In line with the chronological nature of this work, this is discussed in more detail in chapter 3.2.

The reason to utilise grounded theory was that it provided a fully matured approach to qualitative data analysis of complex social constructs. The research topic was identified as a social construct and as such it was felt appropriate to utilise grounded theory.

The chapter continues to discuss grounded theory and the selection process applied within the variants of grounded theory that are currently available. It then goes on to set out the research design, which incorporates the research arena, domains, the application of a social media snapshot and the data collection methods

The adopted approach to grounded theory is based on that of Clarke, as described in the monograph *Situational Analysis, grounded theory after the post-modern turn* (2005). Due to practical limitations of access the study was conducted in a novel manner, combining three data collection cycles that built on each other iteratively, enriching the data from one situation to another with the aim of increasing specific understanding of the role of social media and CPD in the context of three different academic libraries.

Clarke's approach to grounded theory states that the researcher benefits from having prior knowledge of the research setting and offers extensive opportunities to utilise complex data, in this case interview data and observational data as well as numerous memos and research notes and extensive literature.

3.1 ARRIVING AT A RESEARCH APPROACH

Although grounded theory was adopted as the methodology for this study, several other methods were considered. Due to the complex, cross-domain nature of the research question, it was felt that an interpretive approach to gain understanding of all factors involved was appropriate. Bryman (2008 : 20) explained that in contrast to the positivist epistemology which seeks to *explain* human behaviour, interpretivism seeks to *understand* it.

Out of this realisation followed that constructivism was likely to be the most appropriate "research worldview" (Cresswell and Plano Clark 2011). Constructivism accepts that the researcher influences the theory that is generated – because the researcher is part of the constructed reality. It poses that meaning is built up out of categories that are formed through social interaction – understanding is shaped by opinions and social products (Bryman 2008 :

20). This makes it particularly interesting when aiming to uncover what meaning is given to specific ‘categories’ by those that participate in the research. Cresswell and Plano Clark (2011) relate the constructivist worldview to the elements Ontology, Epistemology, Axiology, Methodology and Rhetoric. The table below has been derived from their table Elements of Worldviews and Implications for Practice (Cresswell and Plano Clark 2011 : 42)

Worldview Element	Constructivism
Ontology (nature of reality?)	Multiple Realities (e.g., researchers provide quotes to illustrate different perspectives)
Epistemology (relation between researcher and what is researched?)	Closeness (e.g., researchers visit participants at their sites to collect data)
Axiology (what is the role of values?)	Biased (e.g., researchers actively talk about their biases and interpretations)
Methodology (what is the process of research?)	Inductive (e.g., researchers start with participants’ views and build “up” to patterns, theories, and generalizations)
Rhetoric (what is the language of research?)	Informal style (e.g., researchers write in a literary informal style)

FIGURE 6 CONSTRUCTIVISM DECONSTRUCTED (CRESSWELL AND PLANO CLARK 2011 : 42)

There are many paradigms at play in social science research (Cresswell and Plano Clark 2011), but of particular interest is the social network paradigm. In their introduction Wasserman and Galaskiewicz (1994) state that the increasing popularity of this paradigm is no doubt due to the fact that it does not only allow us to study social actors but also the social relationships between these actors. Continuing Professional Development is in essence an individual effort with the purpose of achieving professional recognition in society (Freidson 2001). The added ingredient of social media might implicate the individual component and transform it into an inherently social process. As such, it appears, the research question is rooted in the social network paradigm.

The social network paradigm is best known for its product; social network analysis. This is a method that is largely quantitative in nature as it seeks to measure the relations that exist within a social network. LeCompte and Schensul (1999 : 52) however broaden the paradigm, in fact labelling it as an emerging paradigm to include disciplines beyond sociology, they explain

that, amongst others, communication specialists are increasingly looking at this paradigm to explain the flow of information in communities, societies and worldwide.

As such, social network analysis was considered as an approach to map and better understand the occupational community. In relation to the research questions however it was felt that this would represent a mismatch. Social network analysis can reveal a lot about quantitative factors in an occupational community, but in terms of *understanding* it was felt that it would fall short in explaining “why” questions; *why* do librarians utilise social media, *why* do they post certain messages, *why* do they feel they do or do not learn from their use of social media and so on. This method would miss out those that do not use social media which could be a considerable amount of the targeted research population.

A possible counter to these considerations was sought in the idea of online ethnography. An online observing method which had been employed for well over a decade by researchers aiming to analyse consumer behaviour for web-based retail. The key-proponent of such methods is Robert Kozinets who introduced the concept of netnography (2001), a synonym for online ethnography, which he defined as follows:

“Netnography,” or ethnography on the Internet, is a new qualitative research methodology that adapts ethnographic research techniques to the study of cultures and communities emerging through computer-mediated communications.” (Kozinets 2001 : 3)

Netnography employs principles of ‘regular’ ethnography, LeCompte and Schensul (1999 : 1) describe ethnography as “...an approach to learning about the social and cultural life of communities, institutions and social settings...”

This approach was pursued in conjunction with CILIP, with the specific target group of “young librarians” – new entrants to the profession. Despite good assistance being provided by CILIP, it proved very difficult to gain access to participants. Several mailing-list messages were sent out through the CILIP officer for professional development but the response-rate was too low to even form a pilot-study (300+ recipients yielded 5 participants).

This led to a further refinement of the methodology where it was decided to employ a grounded theory approach employing interviews augmented by what will be described as a social media snapshot: an investigation of the organisation and potential interviewees’ publicly accessible social media accounts, for example Twitter, blogs and LinkedIn accounts.

3.2 GROUNDED THEORY

The basic premise of grounded theory holds that data, collected through a variety of qualitative methods, is enriched through an iterative analytical process (constant comparison) which informs the researcher of potential areas for further data collection. During this process the researcher continuously reflects upon the data critically through taking notes (memos) about that data and building up an idea of the theory that is embedded in the data. Clarke (2005) calls this the creation of 'thick data' although it is more commonly known as rich data. Clarke clarifies that the data is not just that of the language used, uncovered through interviews, but also of images, symbols, nonhuman things/material cultural objects and other modes of communication (Clarke, 2005 : 148). This was considered as important due to the inclusion of social media, grounded theory methodology allows for the data to be comprised of various sources.

Grounded theory is not a methodology that offers one single cohesive approach. There is a debate at the epistemological root of the methodology between "Glaserians" and "Straussians" about which methods and approaches are appropriate. Charmaz (2006) effectively put a hold on this debate by stating that recent developments in grounded theory have pushed matters onto a more pragmatic approach. Furthermore, the grounded theory foundation, which is run by Glaser, also recommends that the researcher should adopt a pragmatic approach as to which method suits best:

*'As you check out the different versions be careful not to force yourself into a mould to please others for whatever reason. Finding your true identity as a researcher is crucial for the successful completion of your project. Adopting a methodology that is incongruent with your innate value system and way of thinking is unhealthy. If methodological choice is at odds with who you are, problems will emerge during data analysis, which is a clear indicator of thinking ability.'*²

(groundedtheoryonline.com, 2012)

On page 46 an overview of the most significant grounded theorists is provided in a table based on work by Birks and Mills and in section 3.4 (page 47) the adopted approach is discussed in more detail.

² <http://www.groundedtheoryonline.com/what-is-grounded-theory/classic-grounded-theory>

Charmaz (2006 : 5/6) provides a convenient brief overview of the defining components of grounded theory, according to the original theory of Glaser and Strauss:

- Simultaneous involvement in data collection and analysis
- Constructing analytic codes and categories from data, not from preconceived logically deduced hypotheses
- Using the constant comparative method, which involves making comparisons during each stage of the analysis
- Advancing theory development during each step of data collection and analysis
- Memo-writing to elaborate categories, specify their properties, define relationships between categories, and identify gaps
- Sampling aimed toward theory construction, not for population representativeness
- Conducting the literature review after developing an independent analysis.

These elements can be regarded as present in all grounded theory approaches.

Grounded theory effectively lets the researcher enter into a 'conversation' with the data; adding to the discourse over time and uncovering relationships and characteristics of that which is being researched. Due to the iterative character of the analysis in grounded theory, the researcher keeps returning to their data to try and strengthen the theory, a process called constant comparative analysis. The emphasis for analysis is placed on constant comparative analysis through coding. Initial coding, the first stage of analysis, is utilised to better understand the data and build up an idea of the content. This initial and often shallow understanding is embellished by deeper coding, which can be called focused coding (Charmaz 2006), during this phase the researcher is using the deeper understanding of the subject to process the most frequent and significant codes with more detail, often finding new angles of interpretation and establishing the 'adequacy' of the codes. This stage also enables the researcher to go back to the original data and gather further codes of particular interest, it is during this stage that categories are formed and built up. In the interpretative grounded theory methodology, as presented by Strauss and Corbin (1990, 1998; Strauss, 1987), axial coding is used to further analyse relations between categories and sub-categories, this process specifies the properties and dimensions of a category (Charmaz, 2006 : 60).

Clarke (2005) presents an alternative approach to axial coding that she labelled situational analysis. By using this approach the researcher accepts that categories are not individual instances of fact but are instead always linked to the environment in which they occurred. In other words, it is relevant to take the broad context in which codes occur into account when interpreting the data. Although Clarke does not speak of axial coding, the process followed is similar in essence. Clarke utilises positional maps to relate categories to each other, in an effort to better understand the environment in which the study was taking place. These maps

can vary from rather elemental two-axis charts to multi-factorial interpretative analyses of complex situations.

An important note to make about grounded theory is that it is an all-encompassing approach to conducting research. Theoretically it aims to approach a research topic in a purely inductive manner, demanding the researcher continually takes measures to construct a well-rounded, critical, theory. It is a strongly iterative approach to conducting research, identifying interesting areas whilst analysing the data and conducting further data collection when and where deemed appropriate.

It is a well criticised approach, from its roots almost fifty years ago it has developed into a robust and well supported method under the influence of several key-thinkers, Birks and Mills (2011 : 3) point out that there are frequent referrals to either the Glaserian or the Straussian approach to grounded theory. As will become clear in this text this is a rather simplified approach to the use of grounded theory. As highlighted earlier, even Glaser's groundedtheoryonline.com web resource states that the different methods suit different approaches – it is up to the researcher to decide what type of grounded theory they adopt.

3.2.1 THE GROUNDED THEORY DEBATE

Originally devised during the 1960's, Glaser and Strauss sought to answer criticisms of qualitative research by providing a method of analysis that demonstrated to be thorough, valid and replicable. In post war America, science was dominated by positivist, quantitative scientists who dismissed most qualitative work as not having solid foundations. This method was described in 'The discovery of grounded theory' (Glaser and Strauss, 1967) but in fact was based on work described in 'Awareness of dying' (Glaser and Strauss, 1965) and 'Time for dying' (Glaser and Strauss, 1968).

Although grounded theory has established itself as a method suitable for studies in various domains of the social sciences, the debate about the underpinnings of grounded theory has never abated. The grounds for the debate can be found in two publications, in 1990 Strauss and Corbin published *Basics of qualitative research: grounded theory procedures and techniques*. Glaser's rebuttal *Basics of grounded theory research* (1992) made clear the fact that Glaser and Strauss disagreed on what their theoretical perspective was.

In essence both Glaser and Strauss felt that grounded theory encompassed the whole approach to conducting research, originally proclaiming it to be positivist qualitative research, a view Glaser still holds, yet over the years Strauss adopted a constructivist viewpoint. These views have been attributed to them by a second generation of grounded theorists, as both

Glaser and Strauss were primarily focussed on the methods behind forming a grounded theory rather than the theoretical perspective or epistemological underpinnings.

As Bryant and Charmaz (2007) explain, there is a valid reason for Glaser and Strauss not making clear their theoretical perspective or epistemological viewpoints in the original text; present day viewpoints with regards to epistemology were largely coming to the fore at the same time as the emergence of grounded theory. Publications by Kuhn (1962) and Garfinkel (1967) shaped the constructivist perspective that Charmaz in particular employed to describe her vision for using grounded theory (2006).

Glaser and Strauss could be seen as the first generation grounded theorists. Grounded theory has moved on in the recent decade, particularly under the influence of Charmaz (1995, 2000, 2006) and Clarke (2005), who could be considered the second generation grounded theorists (Birks and Mills, 2011). Babchuk (2010) points out that currently there is a situation that can be described as “grounded theory as a family of methods”, a phrase first coined by Bryant and Charmaz in the *SAGE Handbook of Grounded Theory* (2007: 12).

Within this ‘family’ there has been a significant effort by the ‘second generation’ to align grounded theory to a postmodernist or constructivist epistemology. Babchuk (2010) stresses the fact that Charmaz (2006) deliberately aligns grounded theory as constructivist, whereas Clarke seeks to push grounded theory ‘more fully around the postmodern turn’ (Clarke, 2005 : 2). It is relevant to note that both Charmaz and Clarke obtained a doctorate whilst working under Glaser and Strauss.

Babchuk (2010) provided a classification of grounded theory methods, labelling the Glaserian approach as emergent, the Straussian approach as systematic, the Charmaz approach as constructivist and the Clarke approach as postmodern/situational, adding that a fifth approach deserved consideration as well; dimensional analysis as proposed by Bowers and Schatzman (2009).

The wide variety of grounded theory approaches can be confusing; central to the approach is still the original idea of creating a theory grounded in the collected data through a continuous iterative approach of coding, axial coding, or in the case of Clarke, situational analysis and refining the theory. The approach has been widely used in information science and in the “*SAGE Handbook of Grounded Theory*”, Urquhart provides a comprehensive analysis of this particular field (Bryant and Charmaz, 2007: 339).

Urquhart states that although grounded theory is becoming increasingly popular amongst information scientists, in line with a surge of interest in qualitative studies, there are not many

'completed substantive theories' as a result of this effort. A complete grounded theory, or formal theory as Glaser describes it in the same publication (Bryant and Charmaz, 2007 : 97) can be considered as the ultimate outcome of a grounded theory study, providing a grounded outcome that is based on substantive theory derived from rigorous analysis of the data.

According to Urquhart many information scientists use grounded theory but fail to complete the cycle to a substantive theory. There are numerous reasons for this, but the main point Urquhart makes is encapsulated in this quote (Bryant and Charmaz, 2007 : 343):

"...we are a new discipline, and it's hard to conceive of a research method that has a 40-year history in a much older discipline, with many books and articles behind it. As a beginning researcher in IS, it seemed logical that one book would tell me all I needed to know."

Effectively the adoption of grounded theory in the Information Sciences is part of a larger learning process, akin to growing up. There is a lack of full theories to build upon, and on top of that the field is moving along at great speed. This is illustrated by the fact that this research studies social media which at the start of the project had no accepted definition (see Chapter 2, Initial literature review) and CPD which is a complex subject matter with numerous research domains feeding into it.

The grounded theory approach chosen for this work is mostly based on the approach by Clarke (2005). The postmodern epistemology allows for complex subject matter to be analysed within the context of particular environmental factors. It provides tools to set the boundaries for research effectively and appropriately through descriptions of the research arena and domain and flexibility yet rigour to build up a complex theory based on the situation as perceived by the researcher.

On the following page an overview is provided of the most significant 'streams/publications' in grounded theory.

Year	Author	Title
1967	Glaser and Strauss	The discovery of grounded theory
		Glaser & Strauss describe the foundational text for grounded theory
1978	Glaser	Theoretical sensitivity
		Glaser enhances his objectivist point of view for grounded theory
1987	Strauss	Qualitative analysis for social scientists
		Strauss writes his first monologue with an emphasis on methods
1990	Strauss and Corbin	Basics of qualitative research: grounded theory procedures and techniques
		Strauss and Corbin distance themselves from the objectivist underpinnings of grounded theory, announcing a break with Glaser's methodology
1992	Glaser	Basics of grounded theory analysis
		Glaser reacts by publishing his 'basics of grounded theory' re-iterating an objectivist approach
1994	Strauss and Corbin	'Grounded theory methodology: an overview' in <i>Handbook of qualitative research (1st edition)</i>
		Strauss and Corbin elaborate on their views, furthering the epistemological gap with Glaser
1995	Charmaz	'Grounded theory' in <i>Rethinking methods in psychology</i>
		Charmaz writes her first monograph on grounded theory, analysing common features of the different approaches
1998	Strauss and Corbin	Basics of qualitative research: grounded theory procedures and techniques (2 nd edition)
		Strauss and Corbin confirm their constructivist underpinning
2000	Charmaz	'Grounded theory: Objectivist and constructivist methods' in <i>Handbook of qualitative research (2nd edition)</i>
		Charmaz further analyses grounded theory and the epistemological pillars
2005	Clarke	Situational analysis: Grounded theory after the postmodern turn
		Clarke writes 'Situational analysis' taking the various underpinnings and aiming to move the discussion on to a postmodern perspective
2006	Charmaz	Constructing grounded theory: A practical guide through qualitative analysis
		Charmaz updates various methods in 'constructing grounded theory' using a pragmatic constructivist approach
		First generation theorists
		Second generation theorists

FIGURE 7 SEMINAL GROUNDED THEORY TEXTS (BASED ON BIRKS AND MILLS 2011)

3.2.1.1 A CRITIQUE OF GROUNDED THEORY

A central issue that is recurrent in grounded theory is the use of literature and the idea of the 'researcher as a tabula rasa'. Wrongly it is often argued that the researcher should be completely objective and refrain from using any literature prior to conducting the study. This was refuted repeatedly (Strauss and Corbin, 1998, Charmaz, 2006, Bryant and Charmaz 2007) and even in the original work by Glaser and Strauss (1967) there was mention "to use any material bearing in the area" which can be interpreted as including the writings of other authors.

This stems from the discussion whether Grounded Theory is an objectivist or constructivist methodology. Those that follow Glaser's view persist using the objectivist paradigm, almost everybody else, including the author accepts the constructivist paradigm. Gibson and Hartman (2014) have taken to treating both views as valid and as such discuss grounded theory methodology parallel to constructivist grounded theory methodology; arguing that the basic mechanics are the same, regardless of the chosen paradigm.

There is also an issue with the use of case-studies in grounded theory, case-studies are a well known research paradigm (as discussed by Yin, 1994) but in the context of grounded theory using case-studies can lead to a disconnect in the constant comparative analysis, leading to fragmented data that can not be interpreted appropriately. Another potential issue is that Yin states that the case study "Benefits from the prior development of theoretical propositions to guide data collection and analysis" (Yin, 1994 : 13) which, as illustrated in the previous paragraph could clash with the purely objectivist approach of Glaser.

The first issue is remedied in this study by treating case-studies as "iterations" that build on each other rather than to utilise them as separate instances. Nunes et al. (2010) also discussed this issue in exploring pilot studies prior to conducting a grounded theory study, arguing that the practical limitations of PhD research necessitate a pragmatic approach that leads to work expected of the level of a PhD study. The constructivist approach to grounded theory alleviates the issue of prior knowledge and theoretical propositions, as it is common practice to introduce at least theoretical propositions when creating a constructive theory.

3.3 CLARKE'S SITUATIONAL ANALYSIS

As demonstrated in 3.2, grounded theory is a methodology that has seen numerous developments. One of the largest debates in grounded theory is the advancement of the subjectivist ontology in grounded theory approaches. Unlike the objectivist ontology as originally employed by Glaser and Strauss, the subjectivist ontology holds that reality is constructed through observations – therefore the researcher's perspective is relevant to the development of theory but this theory is then dependent on a particular situation. The goal is not to create a generalizable hypothesis but to better understand the context and situation as presented in the research.

The postmodernist epistemological approach adopted for this research is based on that of Clarke as described in 'Situational analysis, grounded theory after the postmodern turn' (2005). In this monologue Clarke describes how grounded theory can be seen as a methodology progressing from 'Chicago ecologies' to situational analysis. Clarke explains that 'the root metaphor for grounded theorizing shifts from social process/action to social

ecology/situation' (Clarke, 2005 : 37). Effectively this means that rather than focussing on a single process or action, situational analysis takes the broader ecology of the situation that is being researched into account.

This important aspect is embedded in the concept of social worlds/arenas. By adopting a broader view one has to engage in a dialogue with the context in which the research subject resides. It is impossible to see the research subject as a singular entity without connections to a broader environment. They are part of a social world and operate within a specific arena of that social world.

To approach research in a social worlds/arenas manner fits in with postmodernist thinking. Postmodernism is a charged theoretical perspective as it emerges from a variety of different discourses, not just research philosophy. This is not surprising given the confusing state of affairs of the paradigm it follows on, modernism. It is important to clarify that postmodernism is not a chronological continuation of modernism, it is however a continuation in terms of the way one thinks about the world and how one sees the world.

Whereas in modernism the world is seen as rational and, to an extent, measurable through precision and control created by science, postmodernism rejects this notion, as Crotty (1998 : 185) describes: 'instead of espousing clarity, certitude, wholeness and continuity, postmodernism commits itself to ambiguity, relativity, fragmentation, particularity and discontinuity.'

To complicate matters further, aspects of modernity and postmodernity are not necessarily exclusive of each other, what postmodernity does however is alter expectations of what the world looks like, it embraces the subjectivist epistemology that meaning is a social construct which can differ depending on which actor's view is taken into account. It is in this light that Clarke (2005) 'pushes grounded theory round the postmodernist corner'.

The need to adopt a post-modernist view for this work is implicitly explained by Urquhart (in: Bryant and Charmaz, 2007), the research topic of this study demands an open view, an acceptance of lack of existing theory and a desire to contribute to the effort to fill this vacuum.

One important aspect of Clarke's approach lies in the different language and approach with regard to axial coding as discussed in Strauss and Corbin (1990). Clarke utilises situational analysis and positional mapping instead of axial coding, effectively this leads to a more visual rather than textual approach to coding and offers more opportunity to understand links between data and codes that resulted from substantive coding.

In all grounded theory approaches the process of creating memos is central to the process of moving from codes to theory. By utilising Clarke's approach, memos are also used in the context of understanding the relation between the data and the social world/arena that it applies to, this leads to a constant comparative analysis in relation to the particular context of the identified social world/arena.

3.3.1 THE ROLE OF THE RESEARCHER

Clarke (2005 : 76) challenges the notion of the researcher as a "tabula rasa" or clean slate.

According to her, it is impossible or certainly unnecessary to not discuss the research from the perspective of the researcher. Every researcher arrives at a notion from a certain experience, background and expertise, denying this provides ground to challenge the research epistemology and the conclusion of the research.

The issue of bias is a contentious point in grounded theory, whereas originally Glaser and Strauss insisted that researcher bias should be avoided later proponents of grounded theory, including Clarke (2005 : 12), state that it is not only impossible to avoid bias, it is often beneficial for the researcher to have prior knowledge of the environment that is being researched. The issue of potential bias should be counteracted by continuous reflection of the researcher, a practice that was followed throughout this research.

As a result, and as witnessed in chapter 1, the position of the researcher has been discussed honestly and up front. "Why am I interested in this?", "How does my background influence me.", "what does this topic mean to me?", "What are my preconceived ideas?"

"There is no 'god's-eye view' position from which to write up research. *Knowledges and knowledge productions are situated and noninnocent.*" (Clarke 2005 : 18, original emphasis)

Due to previous experience with qualitative data analysis software the decision was made to utilise a manual approach to the data analysis, Clarke's methodology requires the creation of visual tools in the form of maps that enable the researcher to create and develop insight in the material present.

In practice this is achieved best by initially utilising pen and paper or post-its and consequently digitising these notes, memos, diagrams and maps with the aid of digital tools that enable dynamic placement of notes and mapping out ideas and relations between codes. To achieve this, extensive use was made of Evernote, a note-taking application that also allows the creation of visual diagrams through a tablet application called Skitch and that enables coding through keywords. To ready maps for publication PowerPoint was used to embed images in Word seamlessly.

3.4 RESEARCH DESIGN

In line with the utilised methodology the research design denotes the research arena, particular research domains (topics) and which steps were taken to collect rich data.

The research population was selected on pragmatic grounds. As discussed in 3.2 the first methodological approaches demonstrated that it was difficult to gain access to an appropriate set of actors. This was resolved by targeting three academic libraries and modelling the approach to the study around the practical implications of this approach.

3.4.1 THE RESEARCH ARENA

Clarke (2005) explained that the postmodern epistemology underpinning situational analysis takes complexity of the situation into account. As such the research arena is defined as part of the research design, this enables the researcher to identify relevant actors and influences. The arena selected is that of academic libraries. Within this situation there are two ‘research domains’ areas of particular interest. These have been a constant in the research from the day of inception of the project, social media and professional development.

Academic libraries are part of a broader social world and its actors (academia or university). The social world within which the research subjects (academic library workers) reside is part of another social world, the library profession that academic librarians are a part of. An important element to the arena is the influence of publishers and the internet on the core-task of academic libraries: access to information.

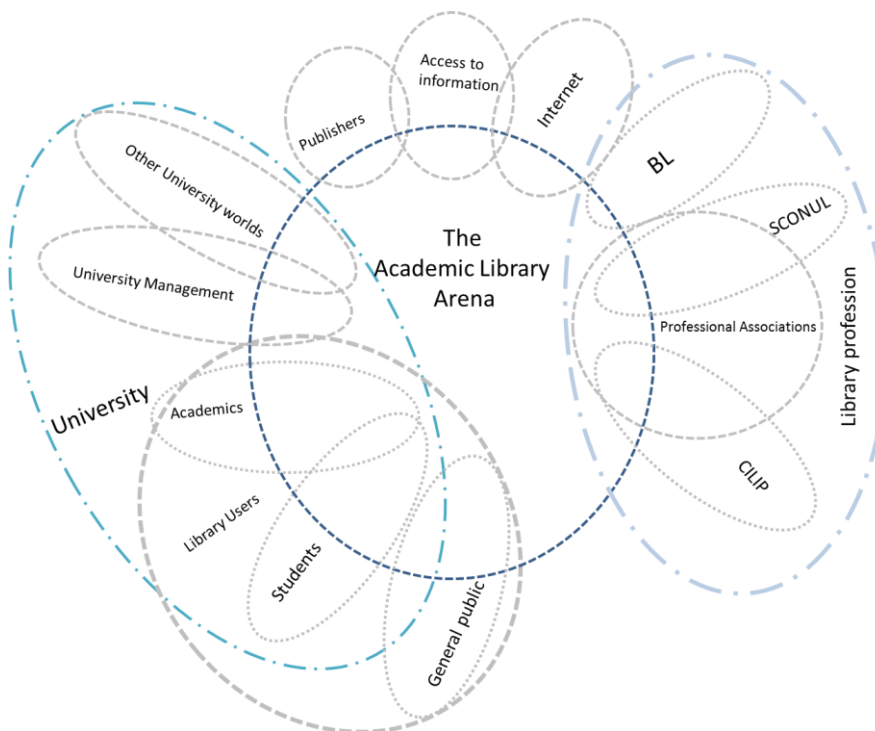


FIGURE 8 THE UK ACADEMIC LIBRARY ARENA

The profession consists of the (para-) professionals working in (academic) libraries and includes other significant actors in the form of the various professional associations that serve this community, in particular CILIP and SCONUL.

The university forms the most important driver for policy, with university management setting budgets and targets as well as holding final responsibility for the performance of the academic library. It also provides the most significant categories of library users, students and academics. Another form of users are the general public.

Both the university and the professional associations form the most significant link with the government and its influence in the form of law and national policies that might impact on academic libraries.

3.4.2 RESEARCH DOMAINS

As discussed in the previous chapters, the research domains are social media and professional development.

The domain of professional development covers aspects of both knowledge management, due to the close relation between the need to develop professionals and the need of organisations to facilitate this, and professional associations, as these organisations form an inherent part of the discussion surrounding professional development and should form a critical factor in deciding the direction of the profession and thus in fostering professionalism.

Interweaving elements of the knowledge management and professionalism domains enables better understanding of the environment in which professional development takes place, how it evolved and where it might evolve to. Although it might seem that the domains of CPD and professional development are interchangeable, there is a significant difference in that professional development forms a part of the broader category of adult learning, whereas CPD is a formal, almost managerial or bureaucratic approach to adult learning.

The domain of social media can only be described as emerging and complex. There are few studies that seek to explain phenomena of social media beyond the purely technical and deductive perspectives. Where there are studies that go beyond these perspectives they are frequently limited in focus. This makes it difficult to understand the advantages and disadvantages to the use of social media. Once again knowledge management provides an explanatory approach, in particular the concept of knowledge transfer is relevant.

The professionalism lens provides another useful and relevant addition to the understanding of the paradigm of social media (Figure 8).

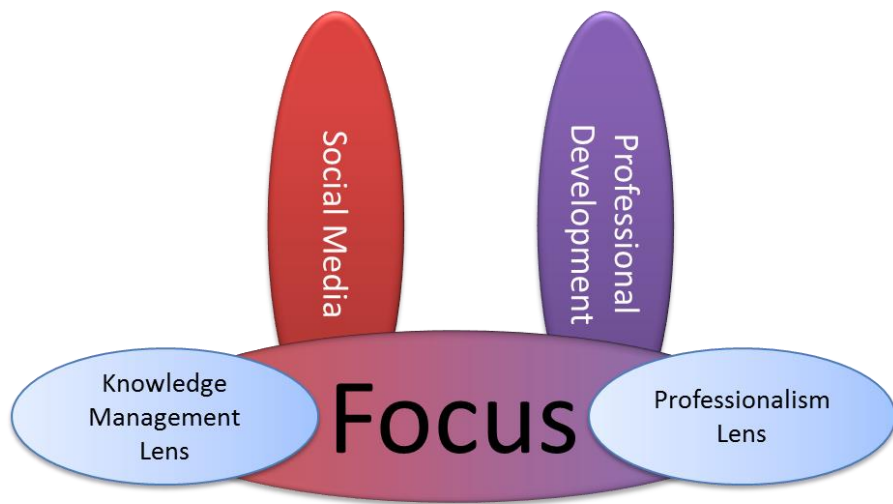


FIGURE 9 RESEARCH DOMAIN AND FOCUS

3.4.3 ITERATIVE APPROACH AND THE RESEARCH POPULATION

As discussed in 3.2, earlier considered research approaches demonstrated that it was complicated to gain access to an appropriate research population. This was resolved by gaining access to three academic libraries. In order to ensure the appropriate actors were represented, participants were selected by purposive selection.

For the purpose of selection of potential arenas, a random list of UK universities was used to identify potential candidates. This list, the index of universities represented in the Times Higher Education, was filtered to include a broad range of universities based on; location, research-intensity, size of library, multisite or single site library and age of the institute. Taking these factors in consideration a list of preferred candidates was drawn up and approached.

It was considered relevant to ensure there was some variation in the type of University but not so much that it would disturb the continuity between cases due to significant differences, for example in philosophy and resources. Ultimately the selection of case-studies was dependent on responses by the various librarians (directors of the libraries involved) and their willingness to take part in the study.

Each librarian was approached with a request to conduct a case-study at their location and for each of the locations a report was produced on the findings for that particular library. The reports have been included as appendices.

This approach enabled effective data collection due to the following factors:

- The participants were not all active on social media
- The research population was more diverse and thus included people in different roles within the academic library, negating the possibility that certain roles within the profession were not part of the study.
- Potential participants were more willing to take part as the request originated with the head of the participating library rather than from a PhD student.

The first library was selected on familiarity of the researcher, using existing contacts to gain access. It is a Russell-group member with multiple library sites and a well-developed collection. It can be described as a large university (25,000+ students) and is set in an urban, non-campus location. It recently celebrated its centenary and it has a relatively low number of part-time/distance learners.

The second library was selected after assessing numerous options and factors to ensure it offered a type of library that varied enough from the first case. It was a member of the now

dissolved 1994 group of universities. It offers a large multi-site library, although one central location is the key-hub for all library activities unlike the first iteration. It is a medium-sized university (15,000+ students) set in a relatively small city. It is an old university that has a relatively low number of part-time/distance learners.

The third library was selected because it offers a single site library as opposed to the two multi-site libraries. It too was a member of the now dissolved 1994 group of universities. It offers a medium sized single-site library in a medium-sized university (15,000+ students) set in a town location. It became a university in the 1960s and has a relatively low number of part-time distance learners.

Due to the iterative nature of the study, when data collection commenced it was unknown how many libraries would be required to be included in the study to ensure theoretical sufficiency. Throughout the data analysis the level of theoretical sufficiency was considered and it was reached during the third iterative period.

Incorporating the three iterations into the schematic overview for the research design leads to the following model:

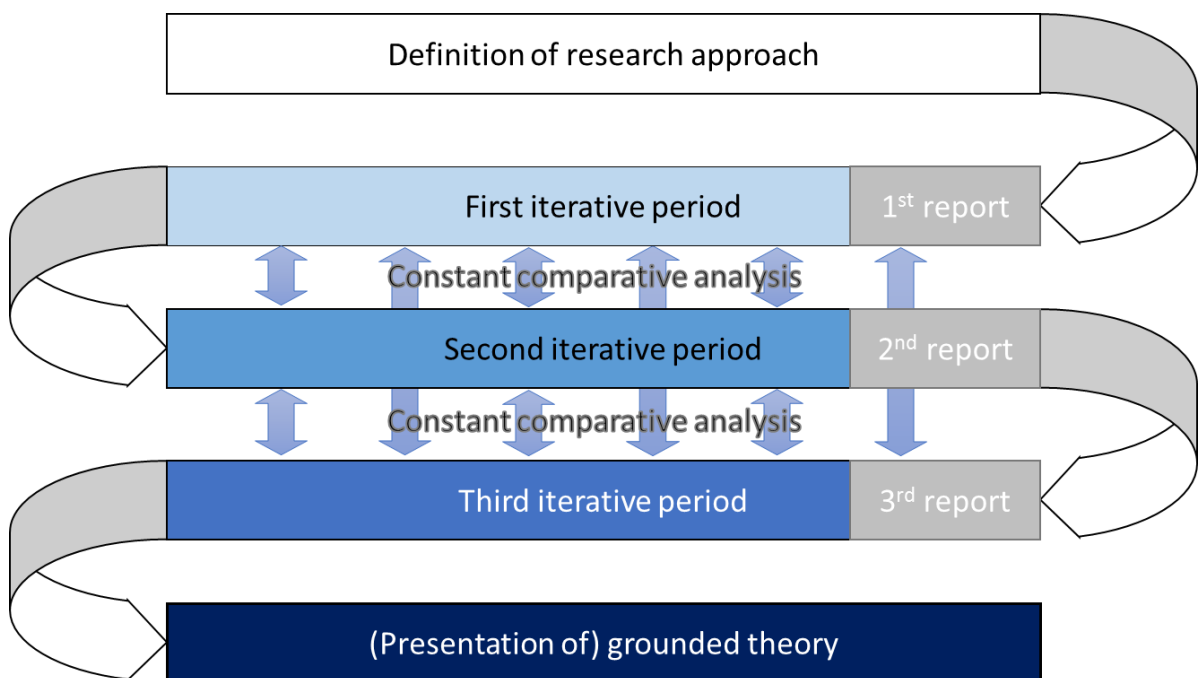


FIGURE 10 SCHEMATIC OVERVIEW OF RESEARCH DESIGN

The definition of the research approach, as presented in this chapter and the initial literature review fed into the actual research-cycle of three iterative periods. During these periods the

analytical process of grounded theory was applied constantly, not just within each period but also between the different periods.

During the third iterative period the grounded theory was formed and the final part of the research approach consisted of presenting the grounded theory appropriately in this thesis.

3.4.3.1 SELECTION OF INDIVIDUAL ACTORS

Due to gaining access to individual libraries part of the selection of actors was based on recommendations from the primary contact for each library. In total 17 interviews were held in addition to the social media snapshot. For the first library the following roles were interviewed:

- The assistant-librarian (senior manager)
- A faculty liaison librarian
- An early careers assistant librarian
- A specialised customer service assistant
- The IT manager
- The manager of one of the library locations
- The HR manager

These interviewees were selected on the basis of knowledge of the location and familiarity with the organisational structure. It contained a mix of gender, age and roles as well as social media users and non-social media users. This first case was important in establishing which further roles should be interviewed in the later cases.

For the second library the following roles were interviewed:

- Two faculty liaison librarians
- The E-resources coordinator
- The library communications and marketing officer
- A library assistant – digital resources

For the second case five people were interviewed. They were selected in negotiation with the main-contact at the library after explaining the selection criteria as utilised for the first case. So a mix of gender, age and roles was established as well as social media users and non-social media users. The focus shifted from 'satellite' roles to specific library roles. Therefore two faculty liaison librarians were interviewed as well as the E-resources coordinator who was a CILIP member. During the first case it was assessed that further information was required about the actual use of social media in the library itself and the library communications and marketing officer provided insight into this specific area. The library assistant for digital

resources was interviewed to balance the purposive sampling as someone later in their career with no interest in social media.

For the third library the following roles were interviewed:

- The head of planning and resources
- The customer services manager
- A customer services assistant
- Two academic librarians

The third case offered the opportunity for specific iterative continuation on the data collected in the first two cases as in line with grounded theory methodology. After gaining access via the acting director, an informal discussion was held about the structure of the library and the purpose of the research and each interviewee was approached by the researcher after negotiation with the acting director. They were all selected with a specific purpose in mind, addressing potential gaps in knowledge from the first two cases. As with the previous cases a balance was sought between gender, age, role and social media use.

Bias was alleviated by approaching the three cases as one continuing iterative process corresponding to the grounded theory methodology.

3.4.4 SOCIAL MEDIA SNAPSHOT

At each location a social media snapshot was taken before conducting the interviews. A “social media snapshot” was an instrument developed for this study to gain some insight into the use of social media at each locus. This provided an overview of all the social media activity that was publicly available for the targeted institute. The purpose of this was to establish social media activity related to the library and to provide the researcher with insight into the use of social media at the site before commencing the interviews. This data provided the means of establishing which members of staff to interview and provided insight into the manner in which the organisation as a whole and the library in particular used social media.

To complete the snapshot for each locus the researcher checked the presence of the library and staff members on the various social media platforms, in particular Twitter, Facebook, LinkedIn and Youtube. This was used to create a one off impression of activity, the “social media snapshot”, and was thought preferable to a longitudinal approach which would have been used for an online ethnographic approach. The nature of most social media allows such a ‘snapshot’ approach due to the permanent nature of messages, since once posted they can be subsequently studied. The outcome of such a snapshot is limited however as it is impractical to

collect data beyond the confines of that which is publicly available, without selecting specific participants first.

The use of “social media snapshots” enabled the inclusion of non-human elements, as described by Clarke (2005). Most, all of the data collected from the social media snapshots returned in the data pool and was included in analysis throughout the analysis period. It should be noted that due to the nature of this data it might not always return as obvious in the description of the analysis in chapter 4. Most of the data was not processed in vivo but instead accumulated into memos and contributions to specific codes.

3.4.5 INTERVIEW GUIDE

As described in the introduction there was a range of ideas following on from the aim that led to this research. To ensure all relevant data were collected during the interviews an open-ended semi-structured approach was used based on an interview guide. The interview guide was built up out of four key-categories for questions; demographics, social media, CPD and learning through social media. These categories were aimed at uncovering as much as possible about the curiosity questions.

The interview guide was adapted organically as more insight into the data was gathered. All interviews were interspersed with follow-up questions to interesting statements and views. Where possible the actors were asked to explain further if the answer was not quite clear and at times the actors brought up topics themselves that were not considered before but indeed turned out to have relevance to the study.

Demographics

- *Gender (not asked for)*
- *How long have you worked in libraries?*
- *What is your job-title?*
- *Which department do you work for?*
- *Can you describe your job for me?*
- *What are your qualifications/experience that led to the job?*
- *Are you a member of a professional association?*

This part of the guide served as introduction and enabled the interviewer to gain insight into the actor’s background.

Establish attitude on Social Media

Note: The following questions were tailored to the actor based on the “social media snapshot”

Quantifying the use:

- *Which Social Media [examples] sites do you use?*
- *How often do you log in to each of them on average?*

Qualifying the use:

- *What triggers your use of Social Media sites?*
- *Do you feel Social Media sites have a purpose in your professional capacity?*
- *If yes, how do you use them in that capacity?*
- *If not, why not?*

This category of questions sought to both quantify the use of social media by the actor and to qualify the use. These questions were designed to reveal the attitude to social media and unearth factors of motivation and participation.

Learning from Social Media:

- *Do you read other professionals blogs, follow other professionals on Twitter or Facebook?*
If yes:
- *Are they within the same organisation, or do you also look at people working at other libraries?*
- *Do you ever respond on another professional's Social Media sites?*
- *Do you feel there is a benefit to accessing other people's Social Media sites professionally?*
- *Have you picked up on new ideas/concepts related to your profession from Social Media sites?*
If not:
- *Do you feel that there might be a benefit for you professionally from connecting with other professionals through Social Media?*
- *If (not) so, why is that?*

This category of questions sought to understand how actors might possibly use social media to learn (develop professionally) and to discover other factors related to motivation and participation.

CPD participation:

- *What, in your opinion, is CPD?*
- *What is your opinion on CPD?*
- *Do you take part in CPD programmes and which are they?*
- *Do you feel supported by your organisation when it comes to CPD?*
- *Do you ever take part in seminars/symposia/conferences related to your role?*
- *Do you hold professional qualifications/certificates related to your role?*
- *Do social media play a role in your CPD?*
- *If yes, how? If no, why do you not use them for this purpose?*

This part of the interview guide sought to gain an understanding of how the actor saw CPD, what sort of CPD they took part in, how they felt the organisation dealt with CPD, what they did in terms of external activities and if they saw social media as part of their CPD.

Anything else you would like to mention?

This open ending ensured no relevant data was lost or omitted.

It is relevant to note that this guide was a tool to guide conversations and to remind the researcher of further topics of interest. At every opportunity follow-up questions were asked of the interviewees and where applicable data from the social media snapshot was introduced to get further clarification and examples from the interviewees.

For example, the communications and marketing officer in the second case was asked about an incident that was reported on in the University newspaper related to the use of a website that let students discuss other students they saw at the library. Where pertinent further questions were asked in line with the conversation and at every opportunity. In some cases this led to very rich further data, sometimes unanticipated, that was carried over into other interviews, examples of this include the driver for professional development being personal rather than organisational and interesting views on the use of social media during working hours.

3.5 CONCLUSION

Different methods were considered for this study, however numerous factors led to the decision to employ a grounded theory methodology based on the work by Clarke (2005).

Grounded theory is a well-established qualitative inductive approach to data analysis which has developed to become one of the most used methodologies in social research. The reason for opting for a postmodern philosophy was made on the basis that the research domain of this study incorporated complex and rapidly developing elements in CPD and social media.

To submit to the practical limitations inherent to the availability of participants the traditional approach as described by Clarke (2005) was adapted to incorporate a research design with three iterations. Each iteration represents one locus of investigation, a particular arena in its own right. Together however they do not differ so significantly that they should be subject to three independent studies.

Constant comparative analysis was employed between the iterations, constantly referring back to older data to build up a richer and richer image of the situation under assessment.

4 DEVELOPING THE THEORY: 1ST ITERATIVE PERIOD

As described in the methodology, a grounded theory is built up incrementally through the development of categories and the description of situations. The nature of grounded theory methodology dictates that during the analysis certain categories gain relevance and others reduce in relevance. Due to the iterative nature of this research constant comparative analysis takes place between the iterations but also within each iteration. With each iteration the data gets richer and can be analysed in more depth to develop the theory.

The following three chapters describe the iterations of the analysis in a chronological order. Whilst each concludes with a discussion of the findings in each particular iteration. The interviews for the first iteration were conducted separately over the space of a few weeks during 2011, providing time for initial analysis of each interview before conducting the next, enabling the researcher to target areas of interest more specifically. The basic interview-guide was unchanged between interviews throughout the iteration, ensuring that the same areas were covered in each interview. However throughout the cycle particular points of interest were addressed with unstructured interview questions and explored further.

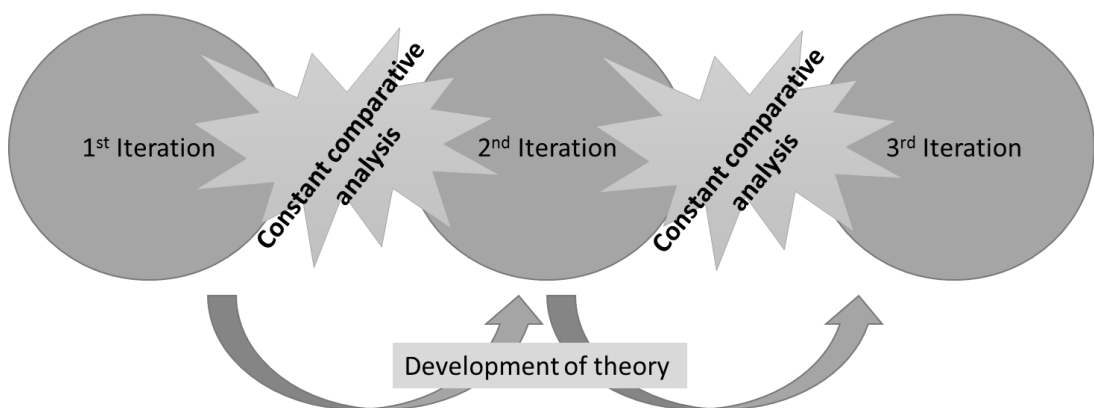


FIGURE 11 CONSTANT COMPARATIVE ANALYSIS BETWEEN ITERATIONS

To maintain legibility of this material a number of guides to aid the reader have been applied. During the first two iterations the key-categories of research in particular were those of social media and CPD, as could be expected from the initial premise of this research. Colour coding of the category descriptions helps identify which key-category each individual category belongs to, red for social media, blue for CPD, green was used to denote 'environmental' factors, third parties, policies and so on, research memos have been incorporated to help tell the story of the development of the theory. These have been given an orange heading.

4.1 HOW TO READ THIS CHAPTER

The chapter follows a step-by-step procedure to analysis as laid out in Clarke’s Situational Analysis (2005). The analysis begins with an overview through analytical maps (4.2), a messy map and an ordered situational map. These are based on the initial findings and provide an introductory overview to the most significant codes found in the early stages of analysis.

In 4.3 and 4.4 an overview of the relational analysis of the data is provided. This provides a more in-depth look at the data as encountered and groups the findings together in two key-categories. In this iteration the key-categories, following on logically from the initial focus of the research, are social media and CPD. These sub-chapters consist of a relational map of categories and category descriptions. The category descriptions are presented in boxes, delineating one category from the next, and describe the findings in more detail.

An overview of codes has been presented in Appendix 1. This is an unedited, alphabetical list that serves to illustrate the amount of data that was considered during the analysis.

4.2 OVERVIEW OF THE ANALYSIS THROUGH ANALYTICAL MAPS

The first stage in the analysis process was the creation of the initial analytical map, which Clarke (2005) describes as a ‘Messy Situational Map’. The purpose of such a map is to open up the data and interrogate it in fresh ways within a grounded theory framework (Clarke, 2005 : 83).



FIGURE 12 INITIAL ANALYTICAL MAP OF THE FIRST ITERATION

This map contains the most prominent codes, those that ‘spoke’ most to the researcher and were deemed most interesting. In some cases these codes were in vivo, although most codes were deducted from particular interview statements. In the relational analysis (4.2 and 4.3) the in vivo codes that led to the development of these overarching codes have been included, although to maintain legibility not all quotes have been included. The map above is an abstracted version of a large collection of complex and hand-drawn maps that in itself went through countless iterations during the constant comparative analysis stage. Due to the scale and hand-written nature it was impossible to include these maps in this work although the list of codes in Appendix 1 illustrates the nature of these maps and in conjunction with the analysis provide an idea of the amount of codes that were used in this work. The maps will also return in abstract digitised form throughout these chapters.

The second step in the overall analysis was to assess certain aspects of the initial analytical map in more detail, creating an Ordered Situational Map (Clarke 2005). This provided structure and described the various elements as they emerged from the data. Not all the elements below appear in the initial analytical map as it serves a different function, the ordered map allows for a deeper level of overview, so instances that can be considered related to each other, for example CILIP, BIALl and other professional associations that were mentioned have been grouped under the header of CILIP in the messy map.

<p>Individual Human Elements/Actors</p> <p>IT Manager ,HR Manager ,Librarian(s), Library staff, Students, University staff, Social media contacts, Social media aggregators, Colleagues in other libraries,</p>	<p>Nonhuman Elements/Actants</p> <p>Facebook, Twitter, Mailing-lists, CPD, Conferences, Training, Annual Review</p>
<p>Collective Human Elements/Actors</p> <p>CILIP, BIALl, The University, The Library, The Profession</p>	<p>Implicated/Silent Actors/Actants</p> <p>Students, University staff, Colleagues in other libraries</p>
<p>Discursive Constructions of Individual And/Or Collective Human Actors</p> <p>“They go to conferences”, Social media to stay in touch,</p>	<p>Discursive Constructions of Nonhuman Actants</p> <p>“What they had for lunch” discourse, Social media as a curse, Social media as a blessing,</p>
<p>Political/Economical Elements</p> <p>Decline of CILIP, cost of external events for CPD, unimportance of being chartered, importance of being chartered</p>	<p>Sociocultural/Symbolic Elements</p> <p>Chartership, social media appeal</p>
<p>Temporal Elements</p>	<p>Spatial Elements</p>

Using social media during work-time, “Seeing others use Facebook at the counter”	External CPD events, Internal CPD events
Major Issues/Debates (Usually Contested) Practical issues around CPD events, Using social media during work-time	Related discourses (historical, narrative and/or visual) The library crisis in the UK, rise of social media,
	Other Key Elements None at this stage

FIGURE 13 ORDERED SITUATIONAL MAP OF THE FIRST ITERATION

4.3 RELATIONAL ANALYSIS OF THE DATA SURROUNDING SOCIAL MEDIA

The third stage described by Clarke (2005) as relational analysis is a process that begins very informally, with quick and dirty maps (Clarke 2005: 102) that aid the process of understanding by reworking each map frequently and using memos to progress the researcher’s understanding of the situation. This is done using memos which are personal notes used by the researcher to reinforce concepts, categories and ideas.

The factors described in the ordered situational map are all related in one way or another. To understand these relationships, a process of relational analysis was used to provide insight into the various links between these factors. The relational maps included in this and the following two chapters are based on the initial analytical map, but show structure through relations between the factors.

The maps below are supported by category descriptions in 4.2.1.2, which are based on personal research memos used during the analysis. These memos incorporate raw data in the form of quotes, codes and formed the basis upon which categories have been constructed. These categories form the foundation for the process of axial coding, which Clarke describes as situational analysis, and categorisation which will lead to the grounded theory.

It has to be noted that the memos used for describing specific elements of the research are personal documents and often discuss the issue from a personal stance, incorporating the researcher’s opinion and elaboration on the issues at hand. All memos have also been anonymised, so only refer to interview numbers and lines rather than to specific actors. At this early stage of the analysis, these relational maps serve to illustrate how this process came about and serve as an interpretational aid.

4.3.1 SOCIAL MEDIA – RELATIONAL MAP OF CATEGORIES

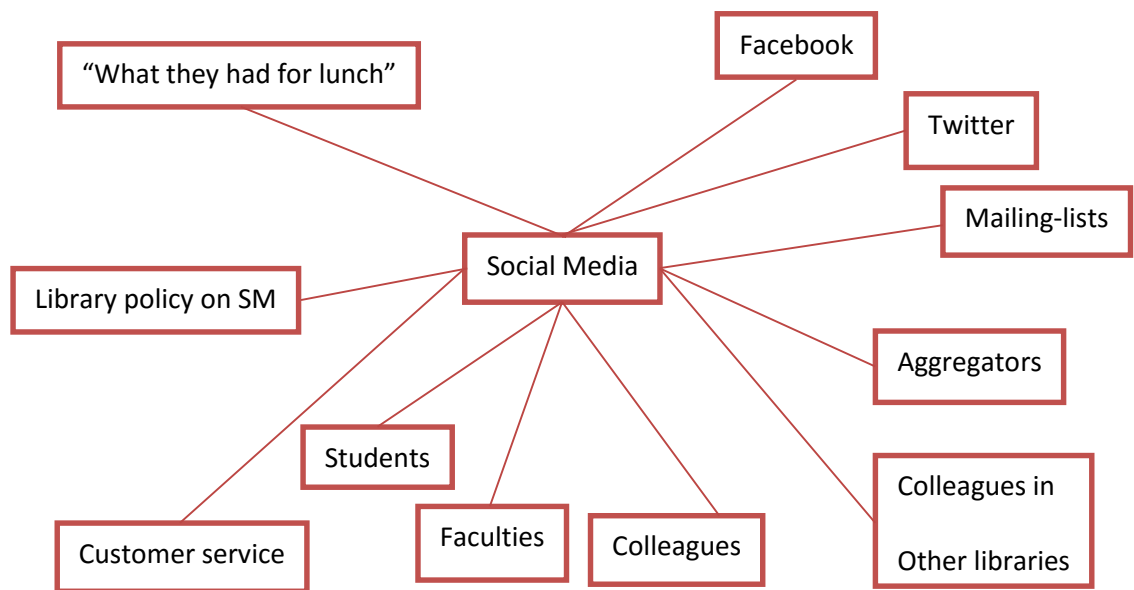


FIGURE 14 RELATIONAL MAP OF SOCIAL MEDIA IN THE FIRST ITERATION

4.3.2 CATEGORY DESCRIPTIONS

Library-wide policy on social media

The use of social media in the Library context *has developed bottom-up* without a particular directive from the senior management team

“I think it just started, we looked at using blogs and things and someone said they could make a Twitter account for the library. We also looked at using Facebook but that seemed less appropriate. It was definitely colleagues being interested in using it that started it.”

(Interview 7 : 24).

Although this can be regarded as a positive development by some, management is aware that there are *“risks involved with using social media in an official capacity”* without a policy to avoid potential *‘public relation nightmares’* (Interview 7 : 31).

Currently it seemed *unclear* who carried responsibility for certain social media accounts and new accounts could be created by staff without guidelines relating to what they should be used for and what purpose they should serve. Management is aware, however, that the creation of such a policy could prove counter-productive, as this has the potential to affect the basis of trust that currently exists and encourages the development and uptake of new social media initiatives.

“...Look, it is how these things work. If we start saying they have to use this and not that...”

Q Yeah, you create a situation where people get annoyed...

A Well, yeah and also, it is social media, the whole idea is that it grows organically, isn't it?”

(Interview 7 : 33-35)

The following codes related to Library-wide policy on social media: *informal, ad-hoc.*

Facebook

Probably the best known social media service in the world is Facebook. It has hundreds of millions of users worldwide and it is no surprise that many (6 out of 7) of the actors have a Facebook account. There are some interesting views on Facebook however, particularly on the issue of using it privately rather than for work.

Interview 1 : 38: *"I use Facebook but definitely not professionally"* (Codes: FB:Private use, FB:active use)

This view is also held by actor 4, who admits to using Facebook routinely and frequently out of boredom, insinuating they also use it during work:

Interview 4 : 43 – 46: *"Q OK, what triggers your use of these sites? What makes you go on them?"*

A Uhm... kind of routine and boredom I would say, like, I definitely think, you know you have that feeling where you check your emails, and you check your facebook and you do that, at least... probably twice a day and if you have not done it for about 30 hours you start to go mental. "Maybe something is happening!" But I think, I communicate a lot with it, I feel like I get a lot out of Facebook because there's often people sending me messages and things like that, so it is pretty good. Even despite all the changes, I still think it is good.

Q Yeah, and you use it privately, mainly then?

A Yeah." (Codes: FB:Private use, FB:procrastination effect, FB: communication, FB:frequent use, FB:active use)

At the other end of the spectrum is what is popularly called a lurker. Someone who is on Facebook but does not actively use it to engage. This actor describes it in their own words, coincidentally confirming that it is for private use:

Interview 2 : 70-71: *"Q So basically you are, what we would call a lurker?"*

"A Yes, I am pretty much ... I am the same on my Facebook actually, I don't use it, but I set it up for testing what the library could do with it, I never used it for work though. I've occasionally, with the exception of becoming an uncle and posting a picture of my niece and stuff like that, I just don't use it... but occasionally I use it to meet friends, that don't use email." (Codes: FB:passive use, FB:private use, FB: FB:work-related use)

Another actor also admitted to mainly using Facebook as a lurker, although they described it in rather colourful terms, indicating they use Facebook to spy on people:

Interview 5 : 43-44: *“Q OK, how would you say that you use these things, what do you use them for mainly?”*

A Facebook to spy on people... just to be nosy really. Every now and again I put something on Facebook, like then I send a message to a few people. But I don't normally put a lot of updates on Facebook, I don't say “Oh I have been watching this and that...” I think it might be good, but I think I am a bit shy... I am not shy in real life, but I am shy on Facebook.”

(Codes: FB: passive use, FB:private use, FB:shy)

And this actor echoes the same reason for setting up a Facebook account as actor 4:

Interview 6 : 43: *“And I have got a Facebook account, but I haven't used it really for anything work based, I set it up to see what is involved, perhaps using it for social stuff.”* (Codes: FB:private use, FB:passive use, FB: inactive)

Actor 7 is rather explicit about the private nature of Facebook:

Interview 7 : 84: *“I really don't mix Facebook and work, I... like... I am using Facebook to stay in touch with friends and family ... I don't think it is appropriate for my colleagues to see some of the things I get up to! Hah!”* (Codes: FB:private use, FB:passive use, FB:appropriateness)

As is obvious from the above quotes it is actor 4 who uses it most actively and they also use it to communicate with colleagues, mentioning a potential indirect benefit to (team) morale.

Interview 4 : 48: *“There is a group of people in the library that are all on Facebook. I think there is some bonding going on there, which probably raises morale a little bit, so I think it has an indirect, rather than a direct effect.”* (Codes: FB:active use, FB:community, FB:colleagues, FB:communication)

Twitter (Category)

The other globally popular social media service is Twitter. Of the seven actors all seven have used it, or at least looked at twitter streams, or are still using it in one way or another. Actor 5 uses it because they have responsibility for one of the institutional accounts. Twitter, unlike Facebook, is used more professionally than privately.

Interview 6 : 43-45 “*I relatively recently, like you said, started to use Twitter as a means to promote what I do within the faculty.*”

Q So you use that purely on a professional basis?

A Yeah, I made a conscious decision really when I activated the account, that I wouldn't use it for any personal tweets, I'd set up a separate account for that.” (Codes: TW:professional use, TW:separated use, TW:promotional use.)

And:

Interview 1 : 38: “*I use Twitter quite a bit, more professionally than anything else I suppose.”*

(Code: TW:professional use)

And:

Interview 7 : 89 “*Q Is that how you use Twitter as well then?*”

A Oh definitely. It is really handy to exchange... what do you call it, Twitter names, and stay in touch with people you meet out and about. I have to admit, it was great fun being at a conference and seeing all the tweets scroll by, but some were rather inappropriate!” (Codes: TW:professional use, TW:community, TW:appropriateness, TW:external events)

The person who described lurking on Facebook also uses Twitter in a similar fashion:

Interview 2 : 65 (discussing a leading thinker in the actor's field of expertise): “*I don't open my Twitter program all that often, but when I do he is one of the people I follow.”* (Codes: TW:professional use, TW:passive use)

As does someone who does not actually have a Facebook and Twitter account, they also explain why they don't like posting to these services:

Interview 3 : 70: “*that's my issue probably, I am quite happy to go on Twitter and see what other people are saying but I would not choose to put my own feelings and opinions on*”

there, because my feeling is it is hugely arrogant, and I don't do arrogant, I struggle with that." (Codes: TW:passive use, TW:appropriateness, TW:reservations)

Interestingly the intensive Facebook user tried Twitter, but sees no real function for it:

Interview 4 : 34: *"Yeah, I've got a Twitter account, I hardly ever use it now, I have a Google Plus thing, but that didn't seem to take off, so I mainly ignore that. Yeah that is it."* (Codes: TW:passive use, TW:private use)

Other quotes strengthened the TW:private use and TW: passive use codes.

Mailing-lists (Category)

The most used social media service category is also the oldest and most established, mailing-lists. All actors are automatically signed up to internal mailing-lists within the university, but many also use external lists like those offered by JISC.

Interview 2 : 55: *"I use mailing lists, JISC lists and things, I gave up at one point but I find there is enough stuff that interests me now, I get a digest once a day"* (Codes: ML:active use, ML:professional use, ML:JISC, ML:aggregator)

This actor also acknowledged that there is a community around these mailing-lists.

Interview 2 : 56: *"Q Yeah, do you feel that is a bit of a community maybe?"*

A Yes! It is! Exactly! They are communities, absolutely. And a lot of people who use social media and stuff don't understand that, because... [...] the email list is still going strong, it comes into your inbox, you can respond easily and choose to respond to the individual or the group, it is just convenient." (Codes, ML:community, ML:convenience, ML:awareness.)

This is reinforced further in the same interview:

Interview 2 : 61: *"I have to check my e-mail throughout the day. So for a community like ours it's great, it is much more immediate, whereas with the forums I would have to go and check, OK I can set up an RSS feed but it didn't lock me in."* (Codes, ML:community, ML:convenience, ML:awareness.)

One actor indicated to not be too fond of mailing-lists and insinuates that they find internal lists irritating (suggesting they use them passively), whilst acknowledging that they agreed to take part to the study due to an external mailing-list, suggesting active use of external lists.

Interview 4 : 37: *"Q Haha, ok. And you are a member of mailing lists, because that is how you responded to take part in this study?"*

A Yeah, that was... that seems to be, other people putting me on mailing-lists for work. Apart from one for forum network; which is really irritating really. It is just for University staff, they mainly use it to sell things and ask for printer cartridges.

Q You are not on the CILIP mailing lists?"

A Oh yeah, I must be on that as well. " (Codes: ML:passive use, ML:active use, ML:irritation)

The big issue with mailing-lists seems to be the overload factor.

Interview 5 : 156: *“Yeah, but you get so many emails... but you know with emails, I don’t know if you have that, but every day you just get a million emails...”* (Codes: ML:information overload, ML:irritation, ML:appropriateness)

Another actor indicates professional usefulness of mailing-lists and uses them actively to stay informed:

Interview 6 : 42: *“Yeah, I am a member of quite a few mailing lists, mostly specifically relating to my subject areas [...] So yeah, I definitely use e-mail lists a lot. And I found very useful, not just for receiving information, but using them as a mechanism to get feedback and opinion on certain things.”* (Codes: ML:professional use, ML:active use, ML:awareness, ML:usefulness)

Other social media

Although there are many other social media, the use of various different services is sporadic. Blogs are written to support institutional processes and discussed from that perspective. Google Plus, LinkedIn and other services have hardly been mentioned at all. Nobody seemed to use these services actively.

What did get mentioned by numerous actors was the fact that they tend to read professional blogs, although most did not maintain a blog themselves. The only exceptions were actors 1 and 6 who keep professional blogs for institutional purposes.

This category indicates that when discussing social media in the context that we have, it appears that the key-services are Facebook for private use, Twitter for professional and private use and mailing-lists for professional use. The other anticipated social media categories seem to be failing (ie. Not substantial enough to be considered a category).

One possible explanation is that a number of actors indicated that they feel there are too many options and their needs are covered with the use of Facebook, Twitter and mailing-lists – this suggests a degree of market saturation for social media services.

“What they had for lunch” discourse

In line with the codes FB:appropriateness and TW:appropriateness a discourse on the appropriateness of social media emerged rather strongly. It is named “what they had for lunch” based on the following quote:

Interview 3 : 70: *“I admire people that do it AND are informative... and are work related, so they will tweet about the latest report from somebody or whatever, I get very very very annoyed about someone saying: I just got up and had a bowl of cornflakes for breakfast. Full stop. I think, did I need to know that? No. It’s a bit like e-mail, all the spam e-mail, even what isn’t officially spam, you know, the calls for volunteers, calls for papers, calls for... that is not what I want to... I want to filter it out, I like the University spamfilters because it saves me having to do that. But you don’t get that with social media, you have to do that for yourself.*

“(Codes: appropriateness, professional use, information management, information overload)

This is a strong condemnation of, what the actor considers, the weakness of social media. They start by stating they admire people that do “it” (ie. use social media) AND are informative. Indicating very strongly that there is a large amount of uninformative material on social media. This is echoed by another actor:

Interview 2 : 75: *“Some other people, the good stuff gets drowned out by the social stuff. That would be an interesting thought... sort of about social media networks, your personal and work life are very easy to get completely mixed up, it is not necessarily a bad thing, but I keep the two separate. I find that the people I really want to follow... if I am not personal friends with them, I don’t want to hear about their personal life, it just gets annoying and you lose stuff, so I don’t subscribe to that.”* (Codes: appropriateness, professional use, information management, information overload, information management, separation work/life)

And indirectly the actor who uses Facebook a lot for private purposes acknowledges that e-mail is a better means to contact people for professional reasons:

Interview 4 : 54: *“Yeah, I feel like, if I am going to get in touch with people for work, it should be via e-mail. It seems a little bit more professional I guess.”* (Codes: professional use, e-mail use)

One has to wonder whether shy in the following instance actually equates to a question about appropriateness:

Interview 5 : 44: *“But I don’t normally put a lot of updates on Facebook, I don’t say “Oh I have been watching this and that...” I think it might be good, but I think I am a bit shy... I am not shy in real life, but I am shy on Facebook.”*

And one of the more professionally active actors clearly states:

Interview 6 : 45: *“I made a conscious decision really when I activated the account, that I wouldn’t use it for any personal tweets, I’d set up a separate account for that.”* (Codes: professional use, separation, private use)

And finally this is all captured by actor 7:

Interview 7 : 101: *“Sometimes Twitter is really messy and difficult to follow. You know. You get people saying stuff about football, what they are having for lunch, what Bieber has done.... And I think.... Well, it just makes it difficult to find the good stuff. I try to use Twitter like that, just doing the good stuff. I don’t use Facebook like that though. That is personal.”* (Codes: appropriateness, professional use, information management, information overload, private use)

Aggregators (Category)

Two actors make clear that they gain a lot from organising their social media through so called aggregators. Aggregators can be described as people that discuss relevant material on a systematic basis. This led to a number of interesting codes that are reflected in both interviews related to aggregators:

Information overload, active information management, balance time and effort, Twitter aggregator, Blog aggregator.

In relation to each other it is clear that the over-reaching category is that of aggregator but there are signs that this is indeed a lot to do with information behaviour and information literacy.

Colleagues in other libraries

Three actors used social media to actively engage with colleagues in other libraries and saw this as a valuable network to find out more about their particular specialist field. This included the IT-manager, the faculty librarian and the assistant-librarian (senior manager).

They used Twitter to stay informed about the field, external mailing-lists as a means to stay informed of developments in the field and external blogs to find out what topics were being discussed by colleagues in other libraries.

"...because I attend BIALl training events, so I do know and met a lot of people that take part on those mailinglists, I do find that when you see a posting from them, perhaps cause you met them face to face... there is that sense of community, you are perhaps more inclined to help?" (Interview 6 : 49)

The following codes related to colleagues in other libraries: *community, BIALl, CILIP, events, contact, Twitter.*

Colleagues

Little was revealed about colleagues and the use of social media to communicate with colleagues. This remained in the relational map as a place-holder for further research.

Students/Faculties/Customer Service

The aspect of using social media in relation to students, faculties and in the role of customer service had come up a few times. This was not seen as relevant to the bigger picture, although it did seem to indicate a motivation for people to use things like Twitter and blogs.

It is relevant to keep tracking the relevance of this category, although it is likely to in fact be part of a bigger category.

The two actors most active on social media were both involved in front-line customer service tasks through social media.

In one case it was a facility manager using Twitter to inform of service status, blogs to communicate with relevant parties within the university and even Foursquare to track where certain colleagues are (although this is very experimental and has not properly started yet).

In the other instance it was a faculty librarian using blogs to stay in touch with faculty staff, informing them of new developments in their research domain related to the library and so on. They also use blogs written by research staff to stay informed of developments and will use the blogs to assist in finding relevant sources.

Codes related to this are: service provision, service mindedness, engagement with end-users, communication of service, customer service and motivation to use Twitter.

4.3.3 POSITIONAL MAP ON SOCIAL MEDIA.

The following stage in the analysis is the creation of positional maps. Clarke (2005) utilises positional maps to gain insight into complex constructs. A positional map was therefore created to describe the dimensions of social media use in the first iteration (Figure 17).

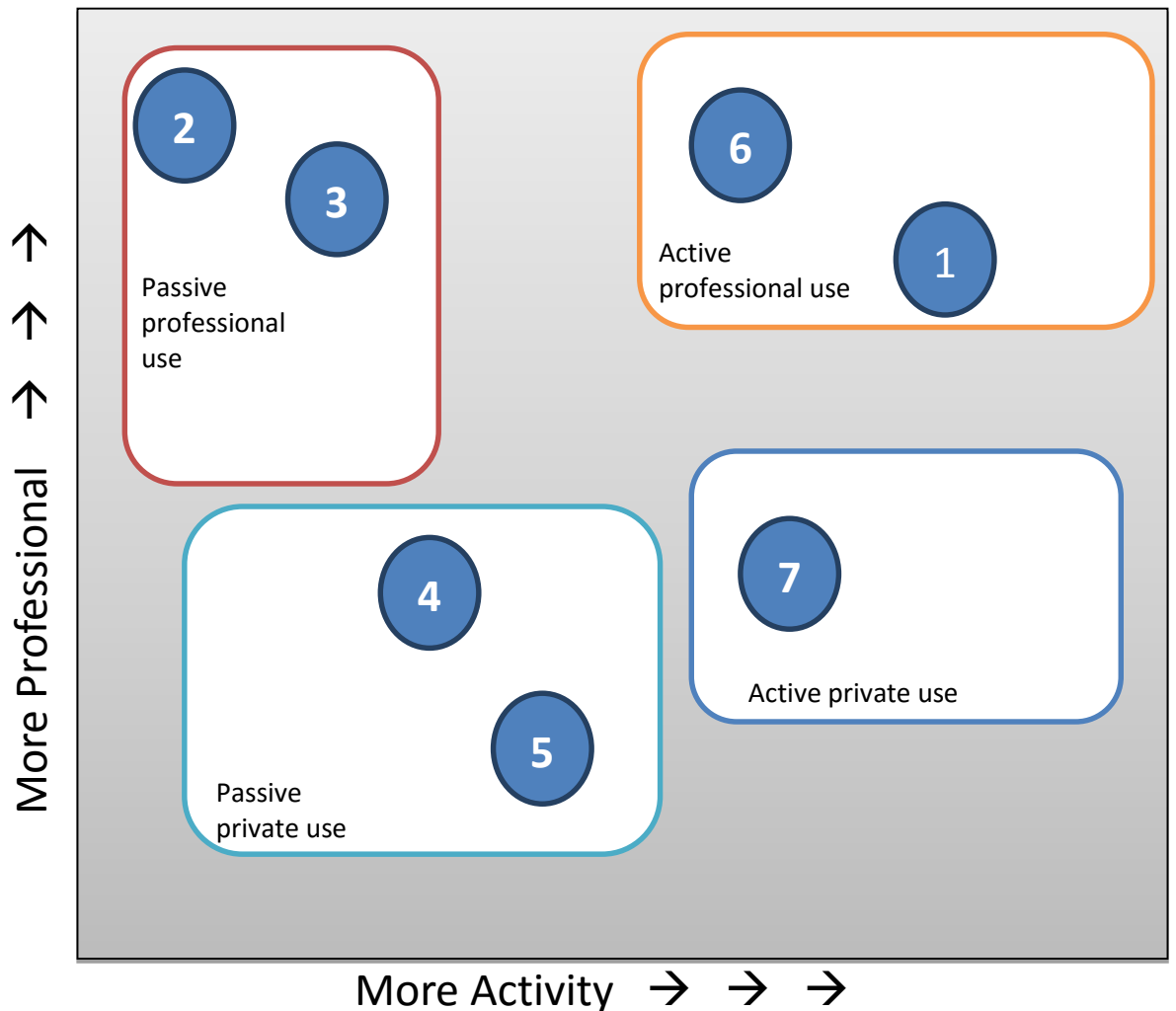


FIGURE 15 SITUATIONAL MAP OF SOCIAL MEDIA USERS

The first axis of Figure 16 was the type of actor. This was typified as 'professionalism', the lower on the scale, the more likely the person was to use social media for private use only, the higher on the scale the more likely it was to be used for professional purposes. This related predominantly to the codes professional use and private use.

The professional type (Actors 1, 2, 3 and 6) saw social media predominantly as a way to stay informed about their field of work. Actor 2 saw social media as a purely professional tool and dismissed it for private use. Actor 6 made a very clear distinction between private and professional use and as such scores highly on this axis as well. Actors 1 and 3 indicate that they

mainly saw social media as a professional tool, although they did use it privately as well. The private type (4, 5 and 7) saw it predominantly as a means to stay in touch with friends and family. Actor 7 indicated they saw social media more as a 'private thing', but did use social media in a professional manner at times. Actors 4 and 5 indicated that they saw social media mainly as a private thing, although actor 4 indicated use of social media occasionally to stay informed professionally.

The second axis was to do with activity, a scale of passive or active use – this was rather more contentious than the difference between private and professional use. Actors 1, 6 and 7 declared that they were active users (ie. broadcasting on more than one social medium). Actor 4 was very active on Facebook, but no other social media at all. Actor 5 used Twitter and Facebook occasionally but certainly not actively. Actor 3 used mailing lists rather actively but was a passive user of other social media, not broadcasting messages. Actor 2 did not broadcast on any social media, but did indicate reading social media messages at times.

As can be seen in the positional map, there are four more or less homogenous typifications possible based on the outcomes of the analysis of social media use.

Passive private use:

The two actors in this typification were considered passive users due to their use of only one service on a regular basis. They were also considered private users as they indicated that they did not use social media for professional purposes. So actors 4 and 5 both used social media, but mainly to stay in touch with friends and family. An interesting observation about this user-type is that both these actors worked at a lower grade than the other actors. One of the actors stated clearly that they felt that being on social media clashed with their tasks; they felt that they should not spend time on social media, when there were so many other tasks to carry out. Whereas the other (actor 4) used Facebook a lot but did not use any other social media and indicated that they were not interested in using social media professionally, although during the interview they indicated that was mainly because they had not considered that it could be used in that way, and were now likely to start looking at social media in a different manner. Actor 5 indicated that they did not really care about Facebook, even though they logged in regularly. They used Twitter but, since changing their phone, they had stopped using it; stating that their new phone did not offer a good Twitter client.

Active private use:

Only one of the actors (7) could be considered an active private user of social media. This was based on their use of several different services and the frequency of usage. They used Twitter,

Facebook, mailing-lists, LinkedIn (although not actively) and frequently visited blogs. They made a conscious decision not to use social media in a professional capacity as they were worried about mixing private life with their work environment. The fact that they made a conscious decision was, in itself, professional and demonstrated that they considered the advantages and disadvantages of social media.

Passive professional use:

Two actors fitted this particular typification; 2 and 3. Of these two actors, actor 3 indicated that they did not use social media actively at all, in the sense of putting up messages, they were however checking social media regularly to find out what was going on in their profession, looking at Twitter feeds of colleagues and others, both internal and external, as well as reading blogs regularly. Actor 2 indicated that they were an active member of several mailing-lists which they described as communities of practice. They also indicated that they followed several very specific people, including aggregators, on Twitter and read blogs related to their profession, but like actor 3 they did not put up any messages on social media. Both users made it clear that they did not want to use social media in the private sphere, although actor 2 indicated that they had a Facebook account with a few family members as friends, mainly to stay updated with their activities.

Active professional use:

The two actors who qualified as active professional users of social media (6 and 1) both indicated that they used various social media for professional purposes. Both actors used various different services and actively integrated them into their daily work routines, ranging from communicating with colleagues and students via social media to staying up to date with the latest developments in their field using various services. Both also indicated that they use social media services to stay in touch with the broader occupational community and gave examples of how they did this and how they benefitted from it. Actor 6 made a clear distinction between professional and private use of social media, but indicated that they mainly use services professionally. Actor 1 made less of a distinction and used various social media accounts and services both privately and professionally.

4.3.4 SOCIAL MEDIA IN THE FIRST ITERATION.

This initial analysis produced a number of clear categories that revealed interesting aspects of the use of social media and the perceptions of the actors on using social media. The actors had extensive knowledge of Facebook and Twitter and despite not everybody managing active accounts on either service, they did know about the functionality and had extensive opinions on both, despite their age, background or role within the organisation.

Mailing-lists served all members of the library, although there were varying degrees of appreciation, with views varying from those proclaiming the virtue of the community spirit on mailing-lists (actor 2) and to those that denigrated them as being solely used for selling stuff and asking for printer-cartridges (actor 4).

The creation of the positional maps produced the basis for further research which could then be used in the following iterations.

4.4 RELATIONAL ANALYSIS OF THE DATA SURROUNDING CPD

4.4.1 CPD – RELATIONAL MAP OF CATEGORIES

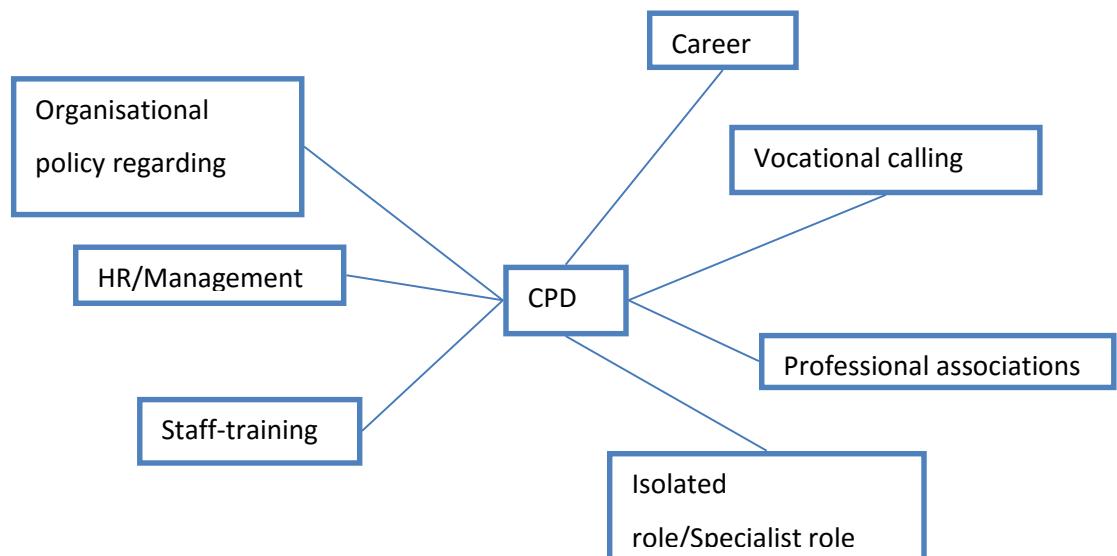


FIGURE 16 RELATIONAL MAP OF CPD IN THE FIRST ITERATION

4.4.2 CATEGORY DESCRIPTIONS

Organisational policy regarding CPD

The University employed a system whereby each member of staff took part in an annual review. This consisted of an annual cycle of self-evaluation of development needs and a conversation with the line manager who reviewed the performance of the staff member in the past year; together they decided on a course for professional development for the year ahead. All evaluations within the University Library were passed on to the Librarian for assessment and finally to the HR Team of the University.

The University Library operated an internal training system. This consisted of a team of line-managers, staff representatives and HR staff from within the Library, who organised CPD for the rest of the library on a frequent basis along a number of development tracks identified as important by senior management.

Outside of these internally organised events it was possible for each member of staff to discuss particular training needs with their line manager or the Human Resources Manager who would assess each case individually and where possible recommend training either through the University or through external organisations such as CILIP.

In terms of membership of CILIP or other professional associations the Library valued membership, but did not regard chartered or accredited members any different from non-members in terms of payment and rewards. It was indicated that a relatively small number of the 170 employees were members of CILIP. There was active support for people seeking to achieve ACLIP or MCLIP certification or a formal degree in librarianship or other fields related to the Library. Management actively encouraged people to participate in longer term CPD activities such as ACLIP, MCLIP or degrees, but pointed out to each individual that taking part is not a guarantee for promotion upon completion.

“Discourse on staff-training”

In terms of staff-training there was a lot of overlapping language and the discourse is messy as a result. This became rather clear in the interview with the second actor who described things as follows:

“...you do get trained, like for the new system, but that isn’t professional development, that is training to do the job... I press this button for that in the system, that is for me not professional development... Well, it could be... I do CPD more as pushing your career forward, it is career development, it is not just what you need to do for your daily job...”

(Interview 2 : 97)

Within what is essentially one sentence this actor discusses what they see as staff training, career development and CPD. Seeing the latter two as intertwined whereas staff-training is seen as a necessity of the job.

This view raises many more questions than it answers and therefore warrants its own category at this stage of the analysis, it was tacitly present in the other interviews at this stage as well, for example, actor 5 on CPD:

“I think it is very positive, it is important, maybe I should make more out of it, or everyone should. But I think in some ways it is something that people sort of high up should always do.” (Interview 5 : 96)

Actor 5 later explained that they take part in staff-training all the time, again seeing staff-training as a separate element from CPD. Combined it hints strongly at the importance of perception of professional development, career development, stages in a career and in particular a confused discourse at the heart of it all. All these issues were to be carried over into the second iteration for further questioning.

Codes related to staff-training: *career perception, career development, BIALL, CILIP, events, contact, Twitter.*

Professional Associations

It appears that taking part in the chartership process greatly enhances the participation in formal events outside the workplace. An important (and repeated by several people) part for membership in CILIP is career progression; it is seen as a route into 'proper librarianship', a means to get on equal footing with those that have obtained a masters degree in librarianship. This was voiced explicitly by actor 4 who went on to state:

"Yeah, like i only just joined CILIP, I joined in September, and at first I ignored a lot of the emails and the magazine they send every month. But now, since I've got a mentor, I've started paying more attention to that, I am getting more interested in library issues, especially when it comes to kind of, job interviews and things like that, I think it is good for that. Just so you get more of an idea of what is going on." (Interview 4 : 62)

Actor 6 saw revalidation as a valuable tool to regain knowledge of the field and commented on the synergy between CILIP membership/revalidation and CPD in the library:

"And I think it was immensely valuable, I felt it dovetailed in nicely with our own SRDS scheme, which is an annual review and CPD process if you like." (6 : 105)

As a non-librarian actor 1 held very specific views on the role of professional associations. Although actor 1 was a member of a professional association, they did not hold back on criticising the state of some professional associations:

"OK, I think they can be very dangerous because the risk of an accredited professional, accreditation with a professional body, it becomes a bit of an incestuous way to become a member of a club by reconfirming the views of the people already in the club." (Interview 1 : 104)

As a category professional associations became less relevant than was initially anticipated. Low participation rates within the library and some strong views on the relevance of membership dictate that further analysis on the subject is needed.

Codes related to professional associations: accreditation, CPD process, profession as religion, cost of membership, participation.

Career

There appeared to be an interesting notion of a relation between CPD and satisfaction with career prospects and development. Of the actors that were interested in developing through CPD and indicated to spend a considerable amount of time, either through following CILIP accreditation pathways (Actors 4 and 6) or by spending time at external events like conferences and so on (actors 1 and 7), it could be said that the key-motivation to take part was to develop their career.

Interestingly, for actor 6 this had reached a stage where they were more interested in helping other people develop their career as a CILIP mentor. Actors 1 and 4 indicated to use CPD and development as a career progression tool, for actor 1 this was already part of their work profile, for actor 4 this was a new realisation. Actor 7, although a senior manager in the library, indicated that by taking professional development serious they had managed to climb the ladder. At the other end of the scale was actor 5 who displayed a lack of interest in CPD despite recently completing a masters' degree in librarianship:

"Yeah maybe and I have a lot of experience, and it is not like I go down a technical side of libraries, or wanting to. So there is no need for me to train to be the best cataloguer in the world..." (Interview 5 : 116)

As a category this would need further development, it seemed to link with vocational calling and motivation and appears to hint at a stronger notion yet to be related to this material.

Codes related to career: career development, career progression, career satisfaction, professional development, motivation, vocational calling.

Vocational calling

There was an interesting notion developing about motivation and taking part in CPD. There was an acceptance that CPD is for those that want to do it, not for those that don't. The notion of self-driven appeared in the first interview and returned throughout the following interviews.

"But I think it is more... it is more upto the individual using the process than the organisation enforcing that this process happens. So that is a responsibility that lies with me or a member..."

Q It should be self-driven?

A Yes. (1 106-108)

This was echoed by management, who stated:

"I think it... the motivation for wanting to develop has to come from them because there is no point in us saying they have to do it." (Interview 3 : 36)

It is important to note that this seems to be related to a developing category: motivation. This category had not yet reached a strong enough mass to be considered relevant, although one could assume an intrinsic relation between motivation and CPD. Related strongly to motivation was the discovery of the notion of vocational calling. This was perhaps strongest with actor 6, who acts as mentor for people seeking accreditation with CILIP, but it was also strongly present with actors 2,3 and 7. Who all hinted that being a librarian was what they always wanted to do. Actor 7 put it most openly:

"I make a good living out of being a librarian, you know... but I could have been a solicitor and made three times as much. But, I wanted to be a librarian... [laughter]

Q any regrets?

A Absolutely not, no. I love this job, its diversity ... I really do, I love it." (Interview 7 : 56 - 58)

As a category that supports a key-category, vocational calling seems relevant and built up already, however to fully develop the category of motivation, it will require further work.

Codes related to vocational calling: motivation, management-staff relation, desire for CPD participation, career, career progression, career development.

Isolated role/Specialist role

There seemed to be a recognised issue with CPD and people in specialist roles within the library. Examples of such roles were the IT manager and other people in fringe roles, such as specialist archivists – people who formed a team on their own effectively. The problem was finding an appropriate support network that could provide appropriate training. This certainly could not be offered within the library context. For the IT manager this basically meant that they never took part in internal training:

“I don’t... for the library systems bit there is very little CPD style training.” (Interview 2 : 95)

The HR manager realised the peculiarity of this and ensured library policy on CPD would allow for people to identify their own training needs and apply for funding to take part in external events. For the IT manager specifically this meant that they took part in a number of external training events, for example from the provider of the library management system or by attending conferences.

Currently it was unclear whether this indeed formed a category or whether it was merely a peculiarity/anomaly in the data. Perhaps it would also link to motivation. It will require further analysis.

HR/management

“WE will facilitate, we will assist, we will support massively... but when it comes down to it, there is no point in trying to force people to do things, it doesn’t work. They need to want to do it, they need to be interested, it needs to be relevant to them, but that is up to them to decide.” (Interview 3 : 15)

The above quote revealed a lot about the relation between management and staff. A strong trust was created by management in accepting that staff had to take responsibility for their own training. This was echoed by the senior manager who stated that the library would always train people if they wanted to, even if there was no ground for promotion after completion of that training. The library benefitted from having as highly skilled staff as possible, that was the philosophy and with that philosophy came an implicit trust of the staff. The above quote also indicates that there is a degree of laissez-faire involved with CPD at the library. If people did not want to take part, they did not take part.

It is currently unclear whether this is a category and if it is what it would relate to, therefore it will need further analysis. It could form an integral part of the organisational policy on CPD but there is no ground to compare at the moment.

4.4.3 POSITIONAL MAP: THE DISCOVERY OF THE PROFESSIONALISM FACTOR

Analysis of the various CPD related data has led to an interesting insight of a possible relationship between the way people use social media in their role and how dedicated they are to professional development. A possible explanation for this, although tentative and not yet supported by the data, is that certain actors are more professional in their overall approach to their role than others, leading to both a higher use of social media in their role as well as more dedication to professional development.

Please note that the interviews with Management (2 & 7 in the map below) did not yield enough results regarding CPD as the focus of the interviews was more on Library policy regarding CPD than their personal experiences, making it difficult to assess their positions on this map.

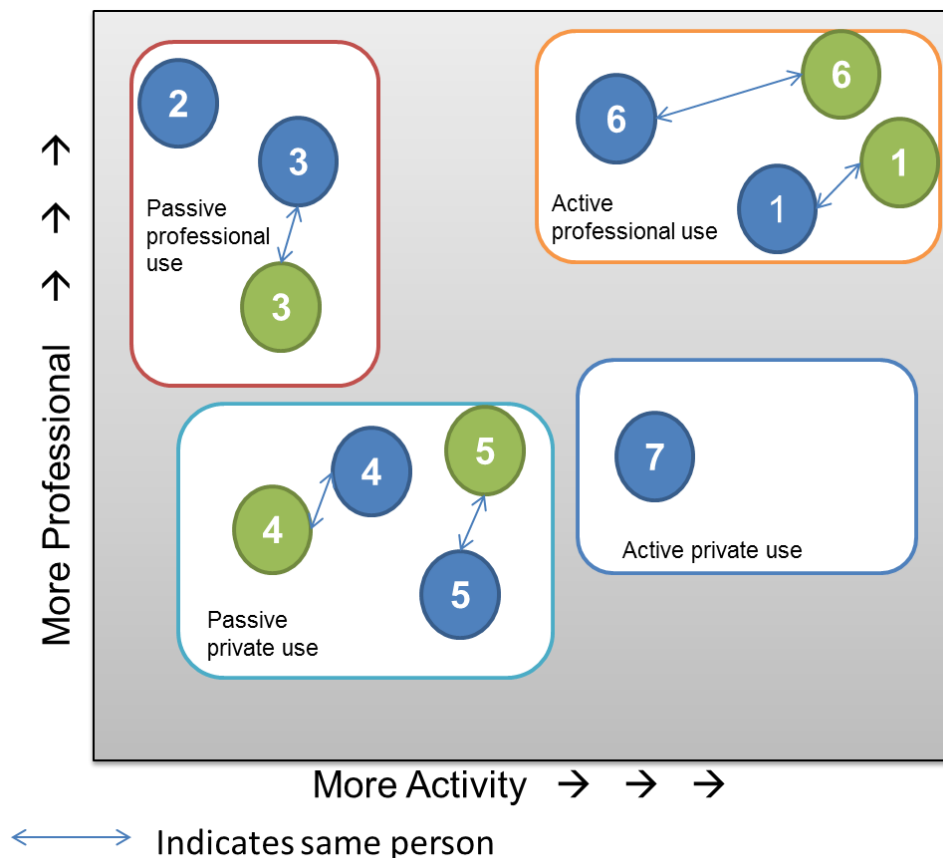


FIGURE 17 POSITIONAL MAP DEPICTING STANCE TOWARDS CPD IN RELATION TO TYPIFICATION OF SOCIAL MEDIA USERS

It becomes immediately clear in the above map that attitudes towards CPD and social media measured along activity and professionalism axes reveals that there appears to be a relation. Perhaps the oddest category to explain is that of the passive professional: From the interview

with actor 3 it became clear that they were highly professional, focussed on the job and keen to stay abreast of developments. However they indicated that they found it difficult to actively partake in CPD due to the fact that their role within the library is rather specialised and without peers within the organisation. They indicated that it was difficult to find tailored CPD for their role due to this unique character, leading to lower participation in CPD activities. This does however not explain the lower engagement with social media, it would make sense for this person to engage with peers in other libraries through social media – this too can potentially be explained however, this person uses mailing-lists to engage with this particular occupational community rather than other services which could be typical for this particular occupation.

Both actors in the ‘passive private use’ typification also demonstrate a low engagement with CPD. As with the social media position, this could be down to the fact that their relative standing in the organisation is low and they have less need to stay informed about developments in their profession. One of these actors (4) indicated that they find it difficult to spend more time on work-related activities due to a busy home life, suggesting that in the work/life balance their preference is for their private life. Actor 5 can be considered as early in their career and have recently taken up more interest in professional development with a view to seek development in their role.

The most professional behaviour was shown by the actors that can be found in the typification of ‘active professional use’. Both these actors indicated to find their professional standing important, both had chartered status with their respective professional associations. One of these actors could be considered a ‘champion’ of CPD (6) within the Library, acting as mentor for people seeking chartership/certification with their Professional Association. This person actively took part in numerous CPD activities both internal and external and considered professional development a crucial part of their role. Actor 1 took a more self-centred view, but, as person 6, took part in numerous CPD activities as well as being active on social media.

The active private quadrant, where actor 7 resides, is difficult to assess. Would an active private CPD person exist? What would the characteristics be? One could imagine someone taking part in numerous external events for the sake of taking part rather than for the sake of development as belonging to this category. Although actor 7 was difficult to position, it would likely have been the one person that crossed quadrants, with the CPD position becoming active professional. Further analysis of this positional map is required to determine its usefulness in this analysis.

4.5 CONCLUSION OF THE FIRST ITERATION

What was of interest was that there seemed to be a tenuous connection between level of professionalism displayed in social media use and engagement with CPD. These were interesting initial results but there was a need to strengthen the findings in the following iterations. Several categories emerged throughout this iteration that might lead to further categories and further analysis and data was required to reach a state of data saturation on any of the findings for this iteration.

In particular the data on CPD seemed weak, especially compared to the data on social media. This led to the introduction of a new question in the interview guide:

“Can you describe what CPD is?”

The purpose of this alteration was to trigger more potential avenues to discuss CPD; beyond the scope of what type of CPD the actors took part in and how that related to the organisation.

5 DEVELOPING THE THEORY: 2ND ITERATIVE PERIOD

The second iterative period consisted of a total of five interviews that took place at another university library during September 2012. These interviews were all held within a day, due to logistics. This period represented a break-through in terms of theory development as will be demonstrated in the discussion in 5.5 below.

The chapter follows a similar structure to chapter 4. The second iterative period was significant in altering the approach of thinking adopted for the final iterative period which ultimately led to the break-through discovery of the grounded theory as presented in chapter 7.

5.1 OVERVIEW OF THE ANALYSIS THROUGH ANALYTICAL MAPS

The messy map had changed on numerous points in this iteration. Several factors that were deemed relevant had been dropped and new factors arose during the analysis of the data related to the second iteration. In particular the element of “career” developed further, rather than just being career it split out into three more specific factors: career stages, “Taking part in CPD”-discourse and career planning. Another rather significant factor that highlights a change in thinking that arose during the second iteration is the advent of the expressions “Informal CPD”, External CPD and Internal CPD to replace the overarching category of CPD, related to this was the rise of the factor communities. In terms of social media there were fewer changes during this iteration.



FIGURE 18 MESSY MAP OF THE SECOND ITERATION

In terms of the ordered situational map a number of new additions emerged. Further insight into the data revealed new elements such as the development-discourse, the crisis of the library profession, student as customer, the Young Professionals Network, Communications department and Marketing and Communication Officer being the most significant.

<p>Individual Human Elements/Actors</p> <p>Customer Services Manager, Marketing and Communication Officer, Librarian(s), Library staff, Students, University staff, Social media contacts, Social media aggregators, Colleagues in other libraries, Information professionals</p>	<p>Nonhuman Elements/Actants</p> <p>Facebook, Twitter, LinkedIn, Mailing-lists, CPD, Conferences, Training, Annual Review</p>
<p>Collective Human Elements/Actors</p> <p>CILIP, Young Professionals Network, The University, The Library, The Profession, Communications department</p>	<p>Implicated/Silent Actors/Actants</p> <p>Students, University staff, Colleagues in other libraries</p>
<p>Discursive Constructions of Individual And/Or Collective Human Actors</p> <p>“They go to conferences”, Social media to stay in touch, development-discourse</p>	<p>Discursive Constructions of Nonhuman Actants</p> <p>“What they had for lunch” discourse, social media attitudes, Taking part in CPD</p>
<p>Political/Economical Elements</p> <p>Decline of CILIP, cost of external events for CPD, unimportance of being chartered, importance of being chartered</p>	<p>Sociocultural/Symbolic Elements</p> <p>Chartership, Social media appeal</p>
<p>Temporal Elements</p> <p>Using social media during work-time, “Seeing others use Facebook at the counter”, Student interaction via social media</p>	<p>Spatial Elements</p> <p>External CPD events, Internal CPD events</p>
<p>Major Issues/Debates (Usually Contested)</p> <p>Practical issues around CPD events, Using social media during work-time, Motivation to take part in CPD</p>	<p>Related discourses (historical, narrative and/or visual)</p> <p>The library crisis in the UK, rise of social media, student as a customer, Crisis of library profession</p>
	<p>Other Key Elements</p> <p>Multi-site location,</p>

FIGURE 19 ORDERED SITUATIONAL MAP OF THE SECOND ITERATION

5.2 RELATIONAL ANALYSIS OF THE DATA RELATING TO SOCIAL MEDIA

Compared to the first iteration the relational map had become more simplified and relations between various elements were established. This was a direct result of narrowing the scope of topics down to the most relevant elements in the analysis. The interviews reflected this in that certain lines of investigation received more follow-up than before whereas other questions became less pertinent.

Regarding the questions in the interview guide on social media little altered although more emphasis was placed on discovering attitudes towards certain elements. The “What they had for breakfast” discourse was amplified during this iteration.

Another element that was investigated further, with the aid of investigation of social media, was that of the community.

5.2.1 SOCIAL MEDIA – RELATIONAL MAP OF CATEGORIES

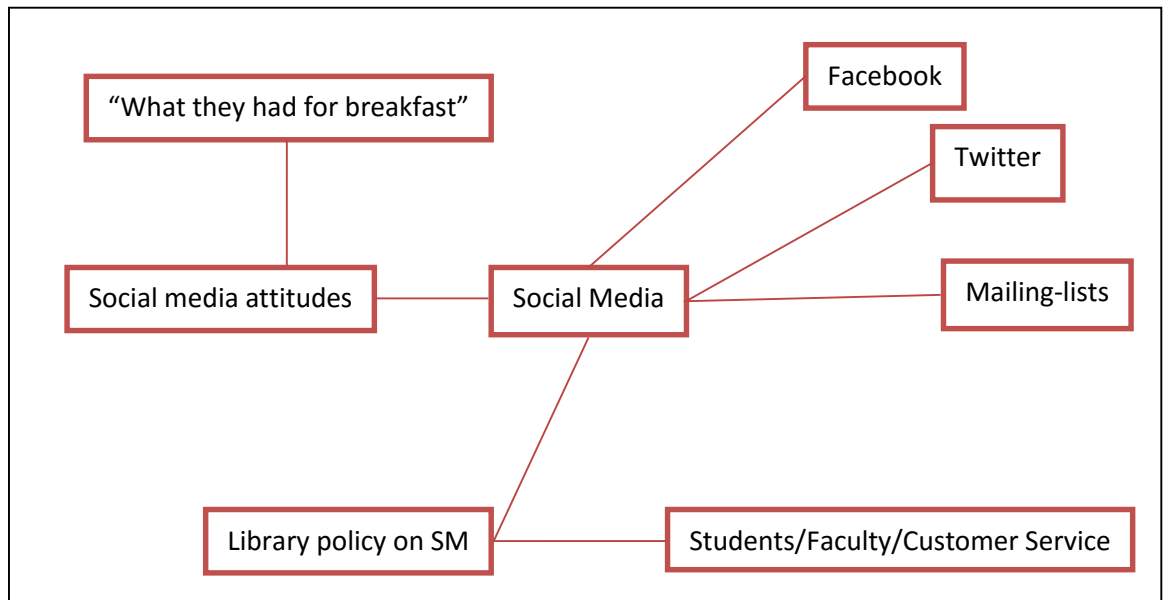


FIGURE 20 RELATIONAL MAP OF SOCIAL MEDIA IN THE SECOND ITERATION

5.2.2 CATEGORY DESCRIPTIONS

Library policy on social media

Policy within the University Library was set by the Communications and Marketing Officer in conjunction with other interested members of staff. At the time of interviewing the social media policy was best described as 'developing'.

The University as a whole did not employ a strict policy regarding social media. It allowed departments to set their own policies and create their own social media identities. The use of Facebook originally developed through active policy:

"the initial concept of the library having a Facebook page was my idea, it was... attributed to me on a work plan years ago, to investigate social media. So I just set up a Facebook page to trial, I was told not to make it a second line of communication, it was very much a trial, a tentative approach, and then when the marketing person was appointed (...) they worked together with me to publicize it. Facebook was a very different thing from where it is now, I don't take any credit for it.

Q: Did you have a reason for actually setting up? What sparked you? Was it that Facebook was big with the students or?

A: Yeah, it was partially that, and I could see other institutions were doing the same, and it was just at the point where people were beginning to shift between using it for talking with friends and family and commenting on the world in general. And it just had a feeling that it was an apt thing to do, and it proved that it has, it was an experiment." (Interview 2.4 : 108-110)

The University Library made active use of a number of social media, including Twitter and Facebook. The use of these channels was mainly governed through the Communications and Marketing Officer, a relatively new post that was set up to streamline communication policies within the library. The Communications and Marketing Officer was developing a guideline for the use of social media at the time the interviews took place; this can be seen as a first step to describing a full social media policy that applies to the entire library.

Neither the library nor its staff seem to employ blogs for communication with interested parties in an official role, however it published news to its University embedded website through a blog (or content management) mechanism. As there was no access for the

researcher to the Virtual Learning Environment (Blackboard) it was unclear whether this contained more activity in the form of blogs.

The Library maintained a number of institutional accounts on Twitter and a presence on Facebook; these Twitter accounts formally represented specific parts of the Library, or the Library as a whole. Overall they could be described as active and of interest to the customers.

Facebook seemed to be up and coming as a communications tool and was used as a platform for competitions, guides and so on.

One actor voiced explicit concern that when students complained via Facebook (and Twitter) the library seemed to jump through hoops to resolve the issue:

"...at times I think a disproportionate amount of time is given to these people who appear to have the loudest voice..." (Interview 2.5 : 75)

"Well, I think our response to it... things get escalated, I take the point more people see it... but some of the stuff that comes through is just griping by one person and a lot of resource is thrown at that to sort it out." (Interview 2.5 : 79)

This raises the question whether there is a discrepancy between overall communication policies and social media policies in regards to complaint-processes.

Codes related to Library policy on social media: *active use, officer, communication discrepancy.*

Twitter

When comparing Twitter use between this iteration and the previous iteration an interesting difference was that the Twitter users at this library were clearer about the private/professional balance of use despite the questions not being altered to reflect this:

“pretty much half the people I follow are librarians. More than half! [laughter] so what I get on Twitter is on libraries and librarians, slightly boring [laughter]. So I don’t see that... particularly in my role, I don’t see spending time on social media as a problem. Because I do useful communication (sic) thingies.” (Interview 2.3 : 75) (Codes: TW:professional use, TW:community, TW:active use)

“Twitter, I would say, I am sort of an active user, it depends how busy I am... I do post some personal things too, but it is largely about my work, but it depends on how busy I am.” (Interview 2.3 : 63) (Codes: TW:professional use, TW:personal use, TW:active use)

“Twitter is kind of a professional/personal balance... so I send out professional links, discuss professional issues as well as tweeting what I had for lunch and stuff like that. [laughter]” (Interview 2.2 : 35) (Codes: TW:professional use, TW:personal use, TW:active use)

Interestingly this actor admitted to tweet what they *“had for lunch and stuff like that”* whilst later on in the interview bemoaning that Twitter has *“too much other stuff”* to use it to investigate other Twitter feeds.

“Q: And do you sometimes look at other Twitter feeds, with a professional interest?”

A: I have done, very very rarely, but I usually get the same feeling I get with other things. In order to cut to the bit I am interested in... there is too much other stuff.” (Interview 2.2 : 69) (Codes: TW:overload, TW:management)

This indicates a need for improvement of the way in which people use/search Twitter. Not just from a poster’s perspective but also from a reader’s perspective. The issue with information overload was echoed by actor 1 as well:

“I usually get frustrated cause I want to pick up useful information and I get frustrated about finding a ‘useful report’ and people saying what they are doing at random.” (Interview 2.1 : 50) (Codes: TW:overload, TW:management)

In one instance someone explains that they use Twitter specifically to stay in touch with other professionals due to working at a small library:

“the one I use most is Twitter and I started that about the same time that I got the job at the [redacted] library, it was such a small library and so closed off, I sort of felt disconnected from the wider community you know. So I went from my masters, being surrounded by other library people every day, to being surrounded by [redacted] every day.” (Interview 2.2 : 65, Black denotes anonymised text as it concerns an easily identifiable small library service.) (Codes: TW:reach-out, TW:community)

The following codes related to Twitter: TW:professional use, TW:community, TW:appropriateness, TW:external events, TW: active use, TW:reservations, TW:reach-out.

The issues that arose from factors relating to community are elaborated on in the category: Communities.

Facebook

In terms of Facebook there were no discernible changes in the way it was perceived during this iteration and the first iteration. One difference was that unlike in the first library, here, as explored in the category Library policy on social media, Facebook was introduced into the organisation after a review of social media.

“... I do have a Facebook profile, but I don't use it for any professional purposes other than using it as my log-in for the library page.” (interview 2.3 : 41) (Codes: FB:work, FB:mature user)

It would be simple to arrive at the conclusion that age plays a factor in the use of Facebook. Statistically this is dispelled by the mere fact that Facebook has over a billion daily users. But evidence of the use of Facebook not depending on age also became apparent in these interviews. The first actor has over ten years of experience in libraries, yet:

“Facebook I check far too often, usually on the phone, on the computer.” (interview 2.1 : 36) (Codes: FB:addiction)

On the contrary the third actor had only just graduated and they were in their early twenties.

“Facebook, I probably think I am an active user, but I haven't posted anything for three years I would think... [laughter].” (interview 2.3 : 65) (Codes: FB:passive use, FB:young user)

One aspect that all interviews had in common was the fact that they regard Facebook as more of a private application that is used in majority to stay in touch with friends and family,

although, as was alluded to in the first iteration by one of the actors, the boundary between friends and colleagues is porous:

“I started off quite personal, restricted to people I know, friends and stuff and in real-life, but that sort of broadened over the past year or so, including professional colleagues and various other people, it is still more personal than say Twitter, but it does include a fair few work people”. (Interview 2.2 : 31) (Codes: FB:active use, FB:work/life balance, FB:porous boundary)

Despite being porous for the actor in the above quote, other actors make a point of keeping their personal life and their work completely separate:

“I do yeah, I keep my work life and my home life very, very separate and I don’t use Facebook and Twitter at work at all. I was involved in setting up the Facebook page for the library. But only... as an anonymous (...) member, it wasn’t as me.” (Interview 2.4 : 41) (Codes: FB:active use, FB:private use, FB:management, FB:work/life balance)

This is, again, something that reverberates with the first iteration where it was clear that some actors used Facebook to connect with anybody they considered a friend or acquaintance and others were more discerning regarding the professional/private life balance.

This also contrasts with Twitter:

“...I don’t use Facebook during work hours, whereas with Twitter, if I need some professional advice or need to ask about something, I can ask my colleagues on Twitter.” (2.2 : 43)
(Codes: FB:active use, TW:active use, FB:management, TW:management)

This category reached saturation on a number of points; firstly the concept discussed in detail here and the first iteration: private/professional use. For most this is dependent on a conscious decision (FB:management), some actors purposely separate friends and colleagues, others don’t mind whether this boundary is porous.

Mailing-lists

With regards to mailing-lists there is no direct question of professional or private use, in all cases people subscribed to mailing-lists for a professional purpose. There was however little data on the sense of community that was expressed by one actor in the first iteration.

“Well, the mailing sites, a lot of the lis lists, ls lists, previously the legal and business ones, as I supported law and business, but now it is more kind of research support.” (Interview 2.1 : 23) (Codes: ML:professional purpose)

“we encounter much the same problems, for example when ScienceDirect is down it will be on the mailing list (note: The e-resources lis-list), so I can check it out, so it is good for that sort of communication.” (Interview 2.2 : 27) (Codes: ML:professional purpose)

Receipt of mailing-list messages is a frequent occurrence, most people have set up digests rather than receiving every single message:

One person used the facility to redirect mail in the client:

“Q: And mailing-lists go directly into your inbox I presume?”

A: Yeah, I try to manage it so that they go into a separate folder, otherwise they just get lost.” (Interview 2.1 : 39-40) (Codes: ML:management)

“more or less every day, occasionally there is some useful stuff in there, I have only sent an e-mail out once. So mostly it is a passive thing.” (Interview 2.2 : 25) (Codes: ML:management, ML:active use, ML:passive use)

As the latter part of the quote above and the quote below illustrate, sending out to mailing-lists seems to be rather limited.

“Q: Right so when it comes to those mailing lists do you put stuff out as well?”

A: Occassionally, but more to get stuff in there, I put something out recently and got very few responses, but it was a very specific question. I put out a few things in the past, but not a regular active.” (Interview 2.1 : 77) (Codes: ML:active use, ML:passive use)

One person explicitly bemoaned the quality of posts appearing on mailing-lists, this could be seen as an allusion to community, although it remains rather elusive:

“So those kind of messages, it sparks a lot of conversation and... time-wasting, in my view, I need to know what the key-players in the world think, what they say! If I’ve got the time that is fine, but...”

(Interview 2.5 : 63) (Codes: ML:community, ML:management, ML:frustration)

Students/Faculty/Customer Service

An interesting point of the way social media was used in this organisation was the relation with students. During analysis of the first iteration the following memo was written:

Personal Memo:

The aspect of using social media in relation to students, faculties and in the role of customer service has come up a few times. I don't see this as relevant to the bigger picture, although it does seem to indicate a motivation for people to use things like Twitter and blogs.

I will keep tracking the relevance of this category, although I suspect it is in fact part of a bigger category that will become something like "Motivation to use social media".

Currently I do not have enough data to continue that line of investigation.

During the second iteration a clearer view of the relation between students, customer service and the relation with faculties came up several times as well. These three categories have been grouped together because they constitute the relation between the library and what can be described as key-customer stakeholders.

"...if there was something for undergraduate students and all of them used to come and see us separately with the same question, we put something out on Twitter to guide them to, not spoon feed, but guide them to how to do things" (Interview 2.1 : 91) (Codes: students, SM:active organisational use, TW:communication tool)

In relation to previous negative experiences with social media one of the actors elaborated on the position of the library within the larger organisation of the University:

"Yeah, I think the library is a very supportive department, it is also one that takes a kicking quite often, other departments see us as a service provider they can rant and rave at, should they want to, particularly the students see it as their right to speak to us however they wish to, so yeah... in some ways it is good, in other ways not so good, I don't think there is parity necessarily, but then... in terms of being a community, it depends on the person you are

communicating with and their opinions". (Interview 2.4 : 114) (Codes: SM:negative interaction, students, SM:active organisational use, SM:community)

This line of analysis was increasingly deemed secondary to the core categories and as such became a static element that formed part of the motivation to use social media.

One conclusion was arrived at before closing the category however, during this iteration it became clear that for a number of actors the fact that the library used social media to communicate was the key reason for their use of Facebook and Twitter (as illustrated in those category descriptions).

Communities

As noted in several assigned codes in the previous three category descriptions (Twitter, Facebook, Mailing-Lists) there is a notion of community that reverberates with three categories described in the first iteration: those of aggregators (Social media aggregators), colleagues in other libraries and colleagues.

During the second iteration it came to the fore that for some actors there is a notion of community that arrives with social media. This is a complex category however as there is no real indication of whether the community is an extension of existing relations or whether social media creates a stronger sense of community.

Although not necessarily strong in the actual interviews, there was more relevant data that arrived through analysis of the social media accounts of some of the interviewed actors as well as those of personal contacts of the researcher.

As a result a memo was created and kept up to date over time with examples of community that were enabled through social media. This memo follows here in condensed and anonymised form.

Redacted Memo: Notion of community

Although rather weak as a category in the interviews, there are other means to establish whether there is an idea of community for librarians, mainly by analysing what is occurring on Twitter in that area. During the time of the second iteration two interesting library social media community events took place:

23 things

Several examples of community arose in particular from the informal network of young/new librarians who contributed enthusiastically to the development of a concept called “23 things for CPD” – a completely voluntary and bottom-up development of librarians who were seeking accreditation, help with professional development or really anything they could think of. It developed really well and at the time of writing was an active and vibrant community that was utilising social media (Twitter in particular) to share knowledge and information with each other.

Examples of this can be found on the homepage: CPD23.blogspot.com

Unconferences

A growing trend amongst librarians, particularly those in the informal “Young Professionals Network” at the time this research took place was that of “*unconferencing*”. The idea of unconference developed in Silicon Valley as a means to bring interesting minds together without the formal structure and overhead of a conference. Believed to have been originated by Tim O’Reilly (Founder of O’Reilly books and referenced in this work as having coined the phrase Web2.0).

Library unconferences in the UK are commonly called LibCamp, as a nod to the first open unconference BarCamp. They are planned using social media and open to anybody.

The website www.librarycamp.co.uk described the events as follows;

“Librarycamp is a user generated unconference for people interested in libraries.

At a librarycamp the participants lead the agenda – in fact, there isn’t an agenda until people make suggestions for what they’d like to talk about at the start of the day.

It’s free to attend and there are no keynotes speakers. It’s open to anyone: public/private/whatever sector and you don’t have to work in a library.”

www.librarycamp.co.uk, last accessed 1/11/2014)

LibCamps are publicised and discussed before they take place via social media (most frequently Twitter). They also take place on a smaller, more local level, for example, in Manchester several spontaneous events took place during 2010-2012.

The instances of LibraryCamp and CPD23 unequivocally demonstrate a sense of community that exists within the library profession as a whole. Of the interviewed actors only one took part in these events. Nobody used CPD23 – this does not indicate a lack of popularity of these events – of the researcher’s circa 100 followed library-related Twitter accounts at least a dozen frequently took part in these events.

“What they had for lunch” discourse

As with the first iteration, related to the data on the categories of Twitter, Facebook and Twitter there have been several instances where mention was made of what was labelled the “*What they had for breakfast discourse*”. In this first quotation it is clear that it is a choice to avoid trivial personal life statements for social media users:

“I don’t just say something I wouldn’t put what I had for dinner on Facebook. So I will, if I feel I have an opinion, I will make it public. Or if I enjoyed a post, I would say that, but I wouldn’t say it to everything, it would have to be a particularly interesting post for me to spend time doing that.” (Interview 2.3 : 81) (Codes: FB:appropriateness, FB:active use)

This raises the point of professional use of social media and whether there is enough understanding of the way one can make decisions to be more relevant to particular interest groups, especially relevant in the case of professional use of social media and potentially of use in the way people perceive the use of social media in CPD.

“To some extent yeah, some of the views expressed on mailing lists are people coming out on things that are going to happen, I don’t know if you heard about the recent announcement on Gold Open Access? But people are advising RCUK that they need to change it, they e-mail a lot, respond to arguments, for want of a better word, and I think... RCUK are not likely to do anything that they say, I am interested in hearing what RCUK say on a mailing-list, you... not really. So those kind of messages, it sparks a lot of conversation and... time-wasting, in my view, I need to know what the key-players in the world think, what they say! If I’ve got the time that is fine, but...”

(Interview 2.5 : 63) (Codes: ML:appropriateness, professional behaviour, ML:authority, procrastination)

The opinion voiced in the quote above extends to the actor not using newer social media, Twitter and Facebook in particular.

“Q: Is there any other reason why you’ve never picked up on things like Twitter or Facebook or blogging, stuff like that?”

A: I... I haven’t got a reason I think, it is partly I don’t have time, it is partly that I don’t think it is a part of my time to spend time chatting with my equivalent colleagues in other institutions... I am intrigued how I think that some people have perceived that it is, or have convinced themselves that setting up a blog, giving your own opinion on some matter... is

part of what they are part of what they do, it worries me a bit... I think that is not right.” (2.5 : 66-67) (Codes: appropriateness)

These quotes illustrate a dislike of social media in general and did not necessarily reflect general opinion compared to the other actors. Yet they did illustrate the point that negative attitudes towards social media can form a real barrier to taking part in the social media communities.

Social media attitudes

One interesting aspect of data from this iteration was that it added a third dimension to the model that arose during the first iteration, that of social engagement with the occupational community via social media.

What is presented here is an additional axis to the model presented in the first iteration (4.2.3). Although it was becoming apparent from the data that there are benefits to creating social ties with the broader occupational community, it was not the case that this was seen as a prevalent factor to actively maintain a social media identity. So far, of all the active social media users interviewed, only one instance was found where the actor explicitly referred to the benefit of having contacts on social media in relation to attending conferences. Basically they indicated that it made conferences more enjoyable because ‘they knew people already’ through social media:

“Q: Right, so you use that to search out people you might want to connect to as well?”

A: Yeah, it is sort of... people I met at conferences and events and stuff like that, it might be useful to keep in contact with.

Q: So that is one way for you to build up your professional network?

A: Yeah exactly, and that is a work related one, it is just like my CV in a sense.” (Interview 2.2 : 60-63) (Codes: TW:professional use, TW:community, TW:networking)

It could also be said that this was the only actor who saw social media through both a media and a social lens. Most of the actors in both iterations whom actively use social media regarded it through a ‘media’ lens, a source of information (particularly with regards to mailing-lists and Twitter). Finally there was an example of a user in the first case-study who saw it primarily as a social resource (Facebook in particular – they did not trust information of social media and were critical of the potential use). This hinted at a distinction in attitude and therefore a plurality in options available to social media users that perhaps have not yet been fully explored in a professional context.

5.2.3 ENGAGEMENT WITH SOCIAL MEDIA

The table below describes the various perceptions regarding engagement with social media and is a further analytical step of the category on social media attitudes. This relates to the category description and is the result of conceptualisation of various points made by interviewers and analysis of their “social media snapshots”, where available and relevant.

Engagement with social media	Exemplified through
<i>Low</i>	<p>Only engaging with a small number of social media (usually mailing-lists)</p> <p>Not actively posting</p> <p>Discerning reader (material sought out only relates to role)</p> <p>Frequently considers it ‘time-wasting’</p> <p>No level of projection (Does not actively contribute)</p>
<i>As media source</i>	<p>Engaging with a number of social media (usually mailing-lists/blogs/twitter)</p> <p>Not actively posting</p> <p>Discerning reader (material sought out tends to relate to role)</p> <p>Happy to see it as part of professional awareness/CPD</p> <p>Low level of projection (Rarely actively contributes)</p>
<i>As social resource</i>	<p>Sees social media as distinct part of private life</p> <p>Mostly engaging with Facebook, sometimes Twitter</p> <p>Undiscerning reader (when using social media reads all sorts of material from friends)</p> <p>Does not appear to recognise the role of social media in CPD</p> <p>High level of projection (Contributes frequently)</p>
<i>As social and media resource</i>	<p>Engages with lots of different social media, tries new emerging social media</p> <p>Posting actively and very frequently</p> <p>Undiscerning reader (reads lots of different material from social media, both professionally and privately)</p> <p>Does not only recognise the role of social media in CPD but also the role of social media as a means to engage with the occupational community</p> <p>High level of projection (Contributes frequently)</p>

FIGURE 21 ENGAGEMENT WITH SOCIAL MEDIA

5.2.4 SOCIAL MEDIA IN THE SECOND ITERATION

In the first iterative period several categories were introduced that upon further analysis during the second iteration were deemed irrelevant. This represents a growing focus on the core-categories.

A dropped category reverts back to being a code, indicating that there is not enough depth to the code to form a category or that the category is not of particular interest to the forming of the theory. In practically all cases these codes then form part of a new category or attach to an existing category. The following categories that were considered in the first iteration have reverted back to codes:

Other Social Media – A growing lack of new data discussing social media beyond the three core-categories of Twitter, Facebook and Mailing-lists meant that this category became increasingly irrelevant. LinkedIn rose to the fore during the analysis but in terms of use was deemed as not particularly relevant due to the lack of data, despite having accounts, none of the actors were particularly interested in the additional functionalities of LinkedIn.

Aggregators, **Colleagues**, **Colleagues in other libraries** – these categories became part of the communities category.

The key-outcome of this iteration was that users perceived social media in differing manners, outside the professional/private use dimension there were other factors that upon conceptualisation lead to the realisation that the way one perceives social media (as a social resource or as an information source) affects the manner in which actors can potentially benefit from social media.

5.3 RELATIONAL ANALYSIS OF THE DATA REGARDING CPD

Altering the interview guide to include the question “Can you describe what CPD is?” led to far deeper understanding of perceptions of CPD amongst the various actors. This yielded rich results during the analysis and a number of important categories evolved.

In particular the conceptualisation of phases and stages in careers and the understanding of differences in approach to CPD for early careers and experienced professionals were of relevance during this iteration.

The category of self-driven participation evolved from the category of vocational calling, but more important was the uncovering of an overarching category, labelled Motivation which encapsulates these categories as well as that of community – professional associations.

5.3.1 CPD – RELATIONAL MAP OF CATEGORIES

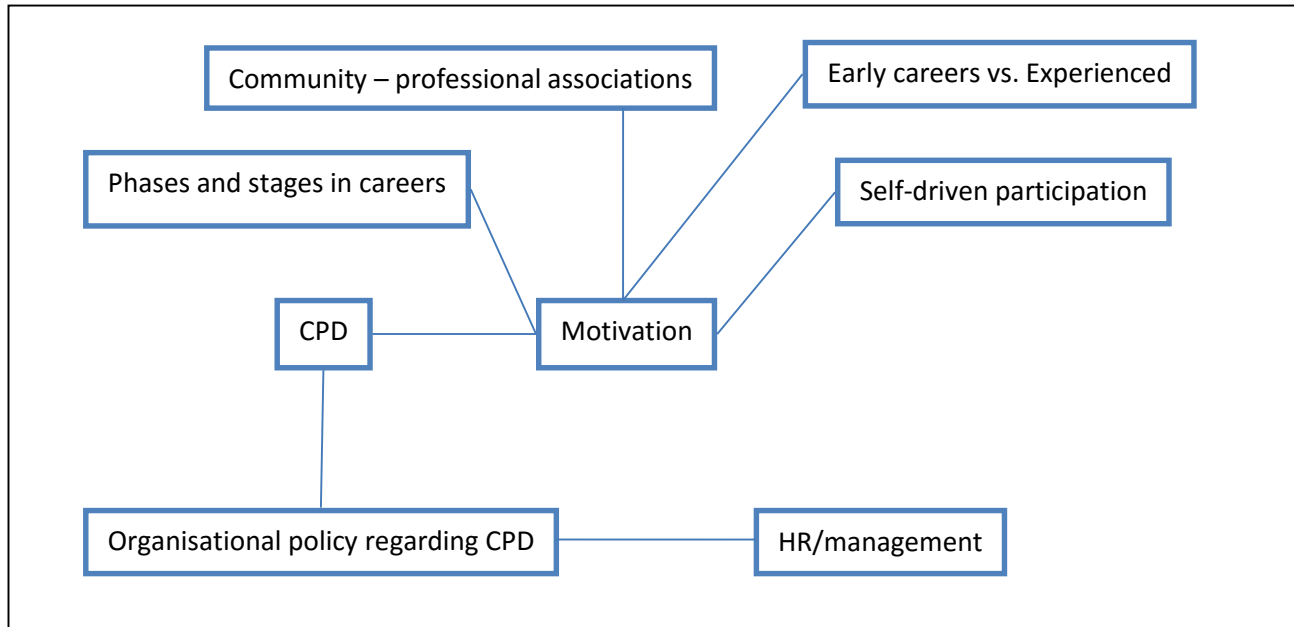


FIGURE 22 RELATIONAL MAP OF CPD IN THE SECOND ITERATION

5.3.2 CATEGORY DESCRIPTIONS

Organisational policy regarding CPD

The University employs a system whereby each member of staff takes part in the Annual Staff Review (ASR). This consists of an annual cycle of self-evaluation of development needs through a form known as the Personal Research Plan (PRP). These forms are handed over to the Head of Department so they can obtain understanding of the successes, activities and issues in their department; the Head of Department (The Librarian) then provides a brief report to their staff outlining the main themes emerging.

The University offers a wide range of staff development activities to its staff through the Training Team that is part of Human Resources (University-wide). Besides internal training at the University, it is also possible to engage with external training activities although the policies regarding this are set by each individual department.

From the interviews it became clear that staff were happy with the opportunities afforded to take part in CPD events. It was also mentioned that attending particular (external) events was reliant on showing initiative (being pro-active) and that perhaps some colleagues felt left behind because they did not show this initiative. This is discussed in more detail in the category Self-driven participation.

Motivation

Several of the categories related to CPD can be captured under an overarching category that can be described as motivation. These categories are [Self-driven participation](#), [Early careers vs. Experienced](#), [Community – professional associations](#) and [Phases and stages in careers](#).

These are all factors that appear to influence the manner in which individuals perceive professional development and related factors. The way it has been described here follows the chronological development of the idea. Self-driven participation is a category that appeared in the first iteration and was initially described as vocational calling.

The analysis of the second iteration and comparison with the data from the first iteration led to the idea that it is significant in which stage of the career an actor was to establish their motivation and reasons for undertaking professional development. The idea of professional associations as a community was present in the first iteration but expanded on during the analysis of the second iteration. Combined these ideas led to the development of a complex construct labelled phases and stages in careers. The following quotes are the

chronological responses to a new question introduced into the interview guide for the second iteration, they illustrate the link between the categories. The question asked was: What do you think CPD is?

“What is it according to me? Ah... uhmmm. Well.... I guess it is keeping up with everything that is going to impact on both your job and those that you are working with. So it is getting aware of trends, things that develop, but also training, just any news. I mentioned open access quite a lot, there has a lot been going on over the summer with that, so keeping on top of that has been key for me. In a way, kinda including networking and collaboration, in the past part of my role was to try and get involved with BIALL and CILIP etc. so keeping in touch with what people are doing and just not keeping myself in my little silo. So it is not... I guess with professional development it is not just your own interest, it is knowing what other people are doing. We are always moving around in our careers and it is knowing about the potential future and learning what other people are doing in their separate environment.” (Interview 2.1 : 68) (Codes: keeping-up with everything, awareness, community, reach-out, career)

The first actor provided an interesting angle by looking at CPD beyond their own domain, a significant part of this view of CPD is the awareness aspect.

“Good question... I take quite a broad approach to CPD I think, so... as well as actually going to workshops, conferences and staying there, taking notes, being lectured at, I tend to think of networking events as a form of CPD, learning from colleagues, meeting up to go to the pub and stuff like that. And librarycamp type events as a form of CPD, talking to other professionals in a similar position to me, a good way to get new ideas and stuff like that. It is also keeping active reading blogs, journal articles and magazines and stuff. That is another form of CPD as well, keeping up with the profession and what is going on. So I continue developing myself.” (Interview 2.2 : 91) (Codes: motivation, continuing development, awareness, self-driven participation, community, reach-out)

The second actor makes the explicit point that CPD goes beyond workshops and conferences to include awareness and networking events, thus echoing the first actor in their own words.

“Well... it stands for continued professional development... The idea of it is that you shouldn't just get a job and than just... that's it. It's the idea that you can learn... and I also think it is not necessarily traditional style learning... I mean, I learn things that are not based on courses or... I do a lot of learning on the job. And development, I suppose you could count

things like training in it, but I think, with all the things with my chartership for example, going to training courses, going to conferences, but it is also like... learning new skills... or... reflecting on something you have read. Yeah... I would say those.” (Interview 2.3 : 95)
(Codes: learning, professional development, professional reflection, early career)

The third actor was at the start of their career, emphasising the learning aspect of CPD and taking the view of professional development through formal training but alluding to the fact that there might be a broader aspect to it.

“Uhhmm... well... I’ll regard it as kind of keeping up to date with whatever your job requires, certainly taking my views of librarianship aside, there are legitimate reasons to keep up to date with an awful lot of things.

Q: Technical progression and...

A: Yeah, technical, the wider... especially in universities, the wider changing environment of HE as well, it is not just... people get a little bit embedded in libraries, and libraries only, whereas you have to look a bit outside of that. In terms of change and things, it is keeping on top of things and not let yourself get still. And as much as I said my interest in librarianship is passive and it is a job, I do still understand the need to develop personally and professionally.” (Interview 2.4 : 77-79) (Codes: awareness, up-to-date, professional development)

The fourth actor had previously criticised librarianship as being self-indulgent and making itself seem more complicated than it should. Yet they highlight the fact that CPD is keeping up to date, or aware. They did not really expand on this view upon further probing, giving the impression that remaining up-to-date was the most important function of CPD.

“Well. That is a good question, I think it must mean things like... going on courses, going on... self-improvement... an old-fashioned term I suppose. I suppose doing things like looking at mailing lists, seeing what the latest new things are we are supposed to get involved in.”
(Interview 2.5 : 97) (Codes: self-improvement, low motivation, late career)

The last actor to be interviewed could be described as a late career individual with low motivation for CPD and social media.

Self-driven participation

'Self-driven' was mentioned frequent enough during both iterations that it could be considered as an important motivator for participation in CPD. It also includes the idea of vocational calling, a category from the first iteration.

All actors were unreservedly pleased with the support the library provided for attendance of conferences. They all indicated that if they made a case for going, the library was happy to give the time off for the duration and, if demands were reasonable, would cover the costs.

"I think the emphasis is very much on yourself here, if there are things you want to do, I don't think you'll find a better place to do them than the University. I know people have taken real advantage of the internal and external training that you can apply for and do." (Interview 2.3 : 97) (Codes: support, good support for CPD)

Even so, it was repeatedly mentioned that 'it' had to come from own initiative, the library was not pushy in getting people to attend conferences, the same actor earlier in the interview expressed it as follows:

"Q: And that is from your own initiative?"

A: More than most, yeah. I always feel there is a bit of pressure to show evidence that you have made the effort, so I would say that I regard it as part of the job, if you don't do that than..." (Interview 2.3 : 86 : 87) (Codes: Self-driven participation, pressure to develop)

This actor also explicitly mentioned that some people did not seem to get on with this approach. The idea living with the actor was that 'they' felt that it was always the same people who were allowed to go to conferences and that 'they' were left behind. This actor firmly attributed this to a lack of willingness to engage.

"but because it is a pro-active thing you get certain colleagues who go: 'Oh I never get to do this, I never get to go...' well it's because they didn't ask. So to a certain degree it is up to yourself and who your line manager happens to be, but the opportunities are there. I think some people fail to realise, I always say they are people who have never lived in the real world, they don't know what it is like in the private sector where you don't get that kind of professional development." (Interview 2.3 : 97)

Another perspective arose during an earlier stage of this PhD research and can be called organisational; data collected during the first iteration demonstrated the managerial perspective on staff development. Firstly it is interesting to note that within this context the professional development process suddenly changes into the staff development process, in

this case this change of language indicates a different discourse although it could be an underlying indicator for many different phenomena. During the interviews with management it became clear that they were incredibly keen on supporting the staff in their development. This was typified when one actor acknowledged that there was a risk of people becoming so capable, that they would want promotion. There would not always be opportunities in the library and this would inevitably result in the consequent loss of someone that the library had invested in rather heavily.

This was not considered a limiting factor however; the actor declared that the library invests in people to ensure motivated, skilled and knowledgeable employees within the organisation. Although no managers were interviewed for the second iteration, it could be deduced from the statements of the actors that a similar culture prevailed here.

Professional development – early careers versus experienced

Initially this data emerged as a question during analysis about professional standing and how it influenced professional development. By approaching it from an early career versus experienced point of view the contrast could be made quite clear.

The following early careers professional indicated that due to varied interests it was difficult to settle on a professional identity.

Discussing professional identity:

Q: "And CPD to you, is part of that?" – "creating that identity, making it stronger, moving on?"

A: "Yeah, I think it is important, I am working towards chartership, hopefully the end of this year... you know, I always learn in life, I take up new hobbies and things... I don't know."

Q: "So maybe not as settled yet?"

A: "No... I haven't got... my interest is still quite varied." (Interview 2.3 : 106 – 111) (Codes: professional identity, chartership, professional development, personal development)

Of particular interest in the above quote was the relation the actor makes with learning in life and taking up new hobbies: They were not only not settled professionally, they were still in an explorative life-phase. This was in contrast to another interview with someone further on in their career who hinted to be more settled in their job patterns:

“Well it comes down to... how I view my profession as a whole, my job is just a job...I have been fortunate to progress to the level I am at now and... I do work hard when I am here, but I never see it as more.” (Interview 2.4 : 43) (Codes: professional development, settled, job-satisfaction)

This seems to recur in various other interviews, early careers professionals found it difficult to settle in, they were searching for their professional identity and as such appeared to be more keen to take part in external events. It has to be noted that this view could be tainted by the fact that many of the interviewed early careers professionals in professional posts also took part in the chartership process, which, as demonstrated in the category “The impact of membership of a professional association on attending formal CPD events” encourages participation in external events.

Community – Professional associations

The interviews conducted for the initial iteration suggested that taking part in the CILIP chartership process greatly enhanced the participation in formal events outside the workplace. This was confirmed during this iteration by two further actors – both were active conference goers currently seeking chartership.

On the other hand, two other actors suggested a tail-off in participation in external events once the connection with a professional association was lost.

Another actor indicated that although not seeking chartership, mere membership was reason to remain active in formal events. This would suggest that CILIP is successful in engaging with its members. An important, and repeatedly mentioned, part for membership in CILIP is career progression; gaining chartership is seen as a route into ‘proper librarianship’, a means to get on an equal footing with those that have obtained a master’s degree in librarianship.

Those members of CILIP who had already obtained chartership, or became a member specifically to take part in the wider community of librarians, all held a master’s degree, and tended to be, or had been, a member of various professional associations. One of these actors was described as a ‘conference warrior’, having attended ‘ten or so’, including unconfereces, over the summer, including a large conference abroad.

With regards to the less active it appeared that those in para-professional (library-assistant) jobs tended to stay within the University for professional development and were not

members of CILIP. They were aware of the opportunities to go, but simply did not see a need to take them.

Phases and stages in careers

As a product of the above categories and further analysis of the first two iterations, a map was developed to demonstrate a category described as phases and stages in careers. This is a category that furthers the simplified positional maps of the first iterations (Page: 107) and approaches the topic from a different perspective.

This category represents the development of professional identity in three phases, early careers, middle and end. It begins with the first few years out of university/into a professional post - described as 'early career'. This period seems to be dominated by a desire to develop a professional identity and, as such, sees rather active attendance of conferences and other CPD events as well as an active participation with the professional community through social media. It can be accepted as fact that everybody would start at this phase.

At some point during a career this initial phase morphs into the next phase (middle) where one of two possible 'in-between career' stages reside. These could be seen as the basis for the type of professional one turns out to be. One can either be *settling*, seemingly typified by a more dominant focus on home in the home/work balance, a significant drop in attendance of external events and staying within the same post for a significant time.

On the other hand the early career could be followed by a stage of continued *searching* for a professional identity, remaining active within professional associations and the professional community, contributing to the community at large in as many ways as possible and changing role when a better opportunity arises. This type of activity could be seen as building professional standing, with an emphasis on work in the home/work balance.

The last phase contains three stages that indicate where someone could be towards the end of their career, labelled 'stagnant', 'aware' and 'mentor'.

Although it could be perceived to think negative of someone stagnant in their professional identity, that is not necessarily as straightforward as it seems. In this case it merely indicates that someone is happy with who they are professionally. The assumption here is that this will mainly apply to experienced professionals but there might be cases where early career

professionals go through the settling/searching phase quite quickly and consequently decide they are happy with their role and prefer the home/work balance it provides.

Alternatively, someone might be happy with their role but aware of the continued need to develop their professional identity, happy to take part in external events, ensuring an awareness of the profession through appropriate media (often mailing-lists were mentioned in this capacity).

The final stage is that of 'mentor', someone with a wealth of professional knowledge and who is more than prepared to share that knowledge with the occupational community, whether in formal roles through the professional associations or through social media or both.

It is easier to describe the phases as if they were some sort of chronological path and the professional progresses through each phase, selecting one of the stages as it suits them. This is not the case; careers tend to progress naturally and, as mentioned in the beginning, a professional will always be faced by new challenges, opportunities and developments. This was typified by an actor in the first case-study who announced that they were rather happily 'stagnant' until developments meant they had to take a promotion and their responsibilities increased, they describe how the stagnant stage became a burden and they were forced into an aware stage whilst enduring a searching stage. An example in the second iteration showed an early careers librarian keen to take on the role of mentor, adeptly using social media as a platform to communicate and enjoying presenting at conferences.

5.3.3 A MAP OF ACTORS AND THEIR CAREER PHASES AND STAGES

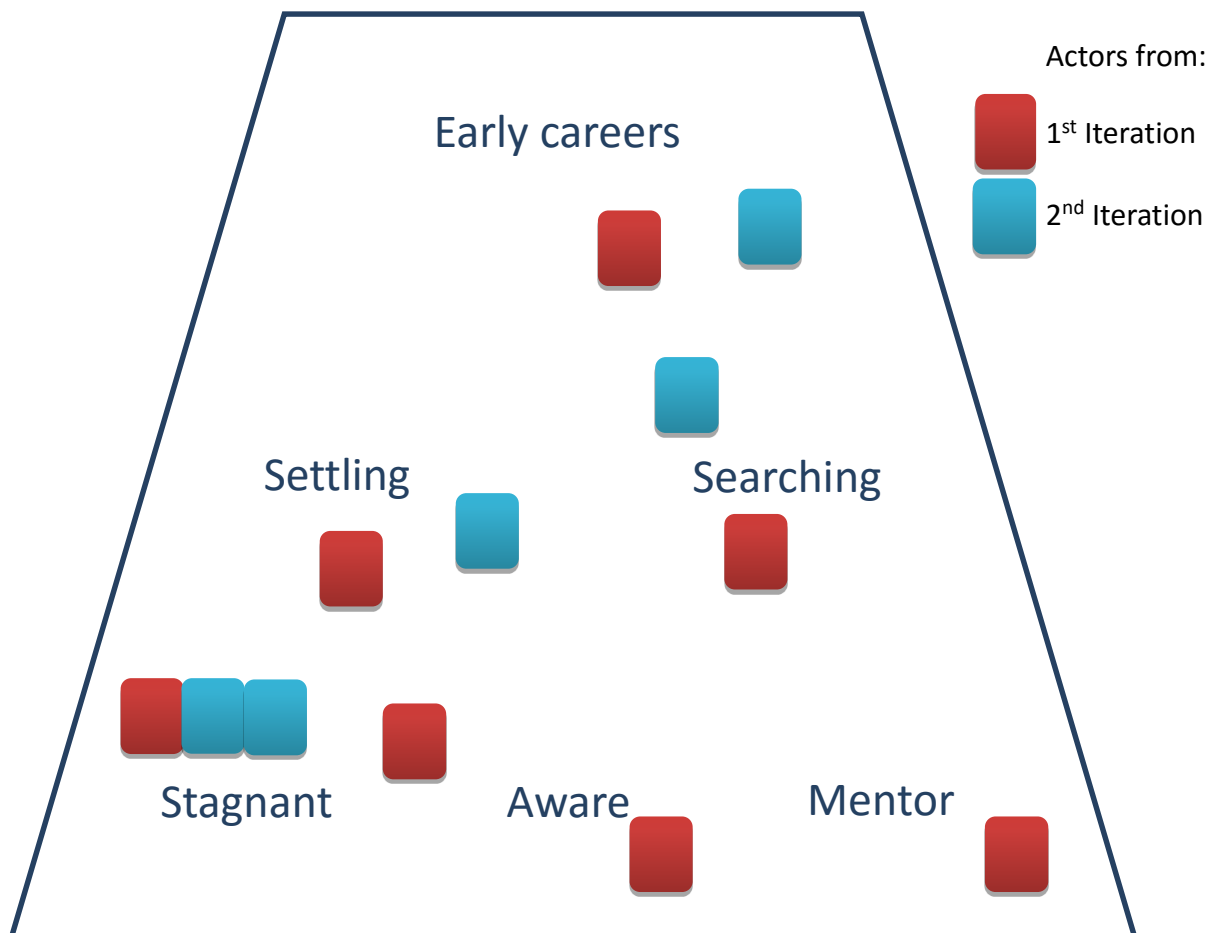


FIGURE 23 A MAP PLACING THE ACTORS IN PARTICULAR PHASES AND STAGES

This map provides an accumulation of data from the first and second iterations: The various stages and phases that the actors were deemed to be in. This is based on their descriptions of their career, their engagement with CPD/social media and other indicators in their answers, although it should be noted that, for some, it was difficult to estimate the position for the researcher and this map was created as an analysis tool, as such no scientific value should be attached to this overview.

What the map shows is that a significant number of actors could be considered to be in the final phase of their career. This was based on how long they have been in their current role as well as the interviewer's perception of their satisfaction with their role. Of these six actors, four were over 50 and had been in role for a significant time. Two were para-professionals, one of which had been in the same role for at least a decade and indicated that they were happy to remain in role for the remainder of their career. This actor and the other para-professional are grouped together in the stagnant stage. As mentioned previously, one actor

indicated to have been in the stagnant stage but had realised they had to be aware of the need to keep developing.

Of the under-30 actors two were distinctly early careers professionals, both edging towards the second phase and the searching stage as both indicated that they would take a job elsewhere if it was considered better. A third under-30 actor was early career but significantly profiling characteristics associated with the searching stage.

One person, aged between 40 and 50 had just started a new role and a history of moving between different opportunities. This person was displaying some characteristics related to the Mentor stage although is more significantly moving towards the Aware stage.

Finally, one person could be described as being firmly in the Mentor stage, they had ample experience – approaching retirement, but took a pro-active role in mentoring through CILIP and within the workplace, often organising further training for colleagues and was one of few actors that actively redistributed information to colleagues.

5.3.4 CPD IN THE SECOND ITERATION

Compared to the first iteration the data and analysis on CPD was enriched significantly. The overarching category of motivation provides an interesting vehicle for further interpretation. During analysis of the CPD data there was one issue that needed addressing for the third iteration, the sequence of questioning – social media questions first and CPD second appeared to have an impact on some of the replies and could imply informality that was triggered by talking about social media and how people potentially learn through social media, rather than true reflection of opinions from the actors. This led to a change in the interview guide for the third iteration.

5.4 CONCLUSION OF THE SECOND ITERATION

The second iteration aided further understanding of the subject areas and narrowed down the focus in comparison to the broad explorative approach adopted for the first iteration. Central to this was the introduction of more focus on motivational factors. This led to the realisation that it was important in what phase or stage the actors were in their career as this appeared to have an impact on how they perceived both social media and CPD.

A question was added to the interview guide, asking the actors to explain what CPD was in their view, this yielded interesting results and triggered the realisation that for professionals in academic libraries CPD was more than just the formal aspects of training. It also revealed a lot about their motivation for CPD with interesting outcomes not only their own perceptions, but also those of their colleagues.

One potential issue regarding bias in the questions was discovered, the order of questions led from social media to CPD which could have influenced the answers received about CPD, instilling the perspective of social media as a collaborative, potentially beneficial informal platform that could aid CPD might have influenced later responses about CPD. To ensure this was not the case the interview-guide was inverted for the third iteration.

6 DEVELOPING THE THEORY: 3RD ITERATIVE PERIOD

This period was where theoretical sufficiency was reached on all key-categories. It built on the first two iterations and was specifically used to complete the grounded theory as discussed in 7.2 (page 159).

As discussed in the conclusion of the previous chapter, the interview guide was altered to try and get more substantial data on CPD. As a result the guide swapped the two topics around – The guide began with questions about CPD and this was followed by questions on social media.

The responses to the CPD questions during this iteration revealed the conclusion of the second iteration with regards to the perspective of CPD was indeed valid, responses with regards to the question what CPD was according to the actors interviewed revealed a very similar outlook on the topic, confirming that for professionals in academic libraries CPD is more than the formal development that occurs under the moniker of CPD and would be better named as professional development.

For this iteration a total of five actors were interviewed in the spring of 2013.

6.1 OVERVIEW OF THE ANALYSIS THROUGH ANALYTICAL MAPS

During the analysis of data in the third iteration the messy-map was not used as a vehicle for analysis due to being beyond the stage of requiring messy maps for analysis.

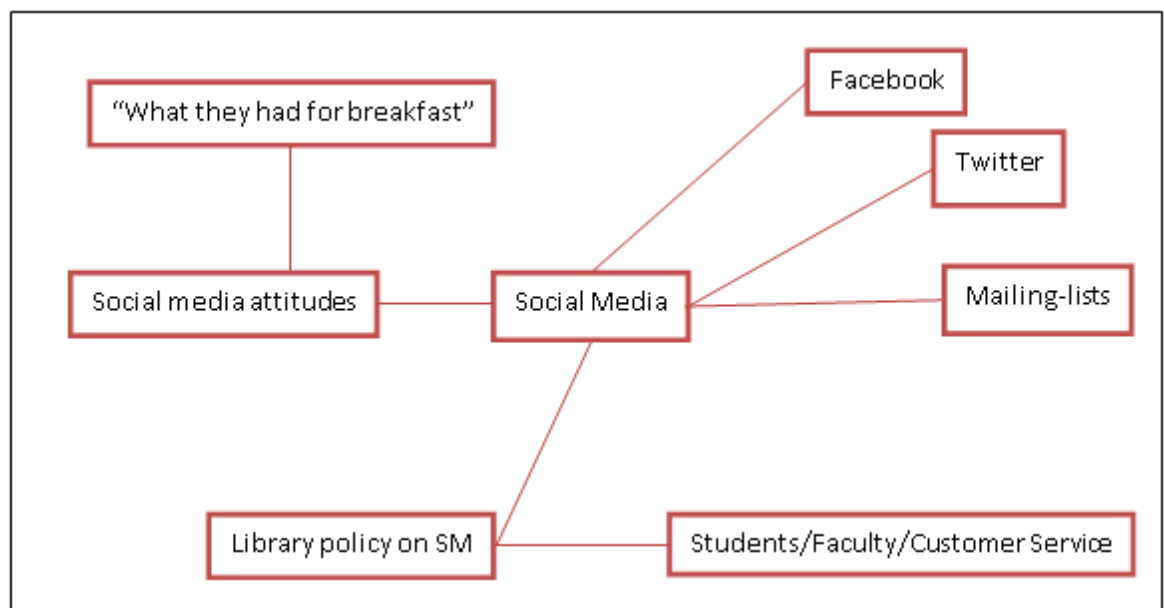


FIGURE 24 RELATIONAL MAP OF SOCIAL MEDIA IN THE SECOND ITERATION (2)

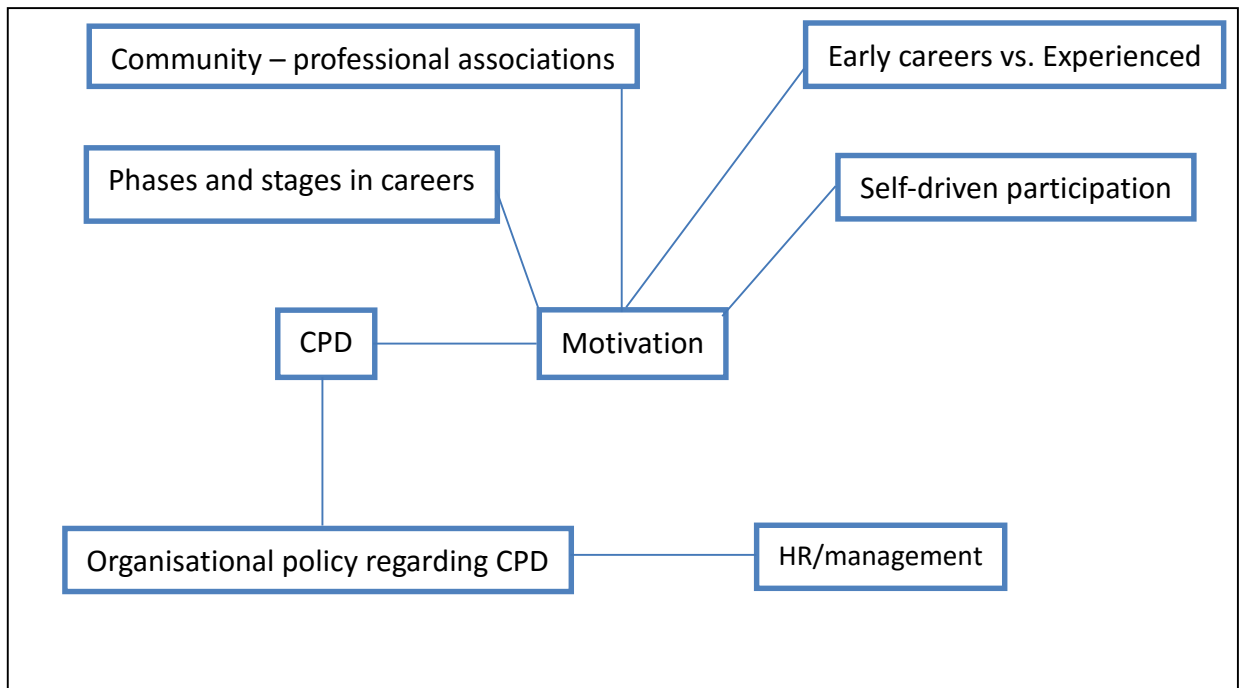


FIGURE 25 RELATIONAL MAP OF CPD IN THE SECOND ITERATION (2)

The two above maps were taken directly from the second iteration and have been included here to serve as a reminder. Compared to the first iteration they showed a progression in the way certain categories were linked. In figure 19 the category of motivation becomes central to the map and takes over from CPD as leading – this was the consequence of a progression in thinking but during the analysis of the second iteration it was yet unclear what this yielded for the overall picture.

After analysis of the second iteration and before commencing with data collection for the third iteration the following diagram emerged and provided a break-through in interpreting the available data:

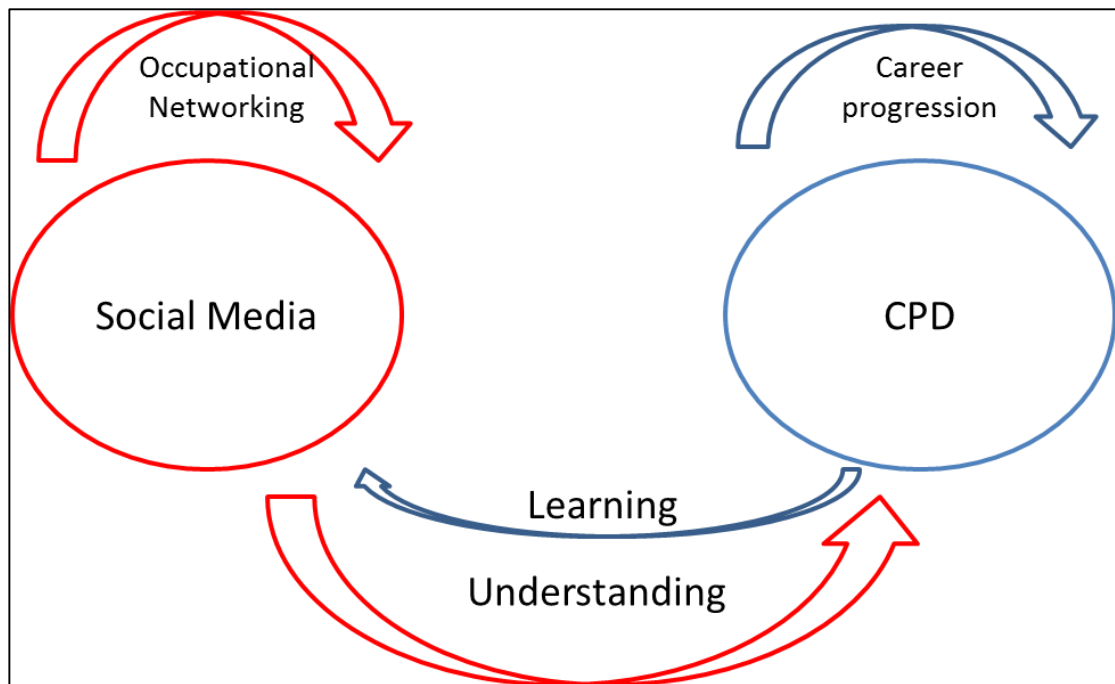


FIGURE 26 DIAGRAM ON THE RELATION BETWEEN CPD AND SOCIAL MEDIA

It maintains the two key-categories of **social media** and **CPD** but seeks to understand more about the cognitive processes that drive this topic. CPD was placed in the context of **careers stages and phases** (4.3.3.3), a strong category that was not quite complete during the time this diagram evolved. In this diagram it was abbreviated to **career progression**. The emphasis for social media was **occupational networking** which encapsulates the use of social media as a **social resource** as discussed in 4.3.2.3.

The interesting addition, that seemed more of an afterthought at the time of making the diagram to complete a smiley face, was the separation of learning and understanding from CPD. Initially these categories had been part of CPD but in this diagram they were used to create a bridge between social media and CPD.

This triggered further thinking on the position of these two categories outside of the categories of social media and CPD.

It also brought the realisation that there was a need to further investigate both **personal** and **environmental** factors.

6.2 REDUCING THE SOCIAL MEDIA CATEGORY

6.2.1 SOCIAL MEDIA – RELATIONAL MAP

The realisation that more emphasis ought to be placed on the categories that emerged outside of the social media and CPD categories had a number of consequences. Firstly it meant that analysis of the third iteration became more complicated. One important element was that in the previous versions it was possible to link all categories to either social media or CPD. In the third iteration the loss of this assumption meant that new categories had to be formed and become more relevant.

As a result the relational map on social media evolved into two significant groups of factors relating to the use of social media. At its most elementary the social media relational map consists of only two categories that form social media together: Social media applications and environmental factors. As can be gleaned from the chapter title, the key-category of social media was reduced. One category in particular that related to social media emerged strongly and became far more prevalent than just social media itself. The category of Professional awareness linked numerous categories together and will be described in more detail in 4.5.1.

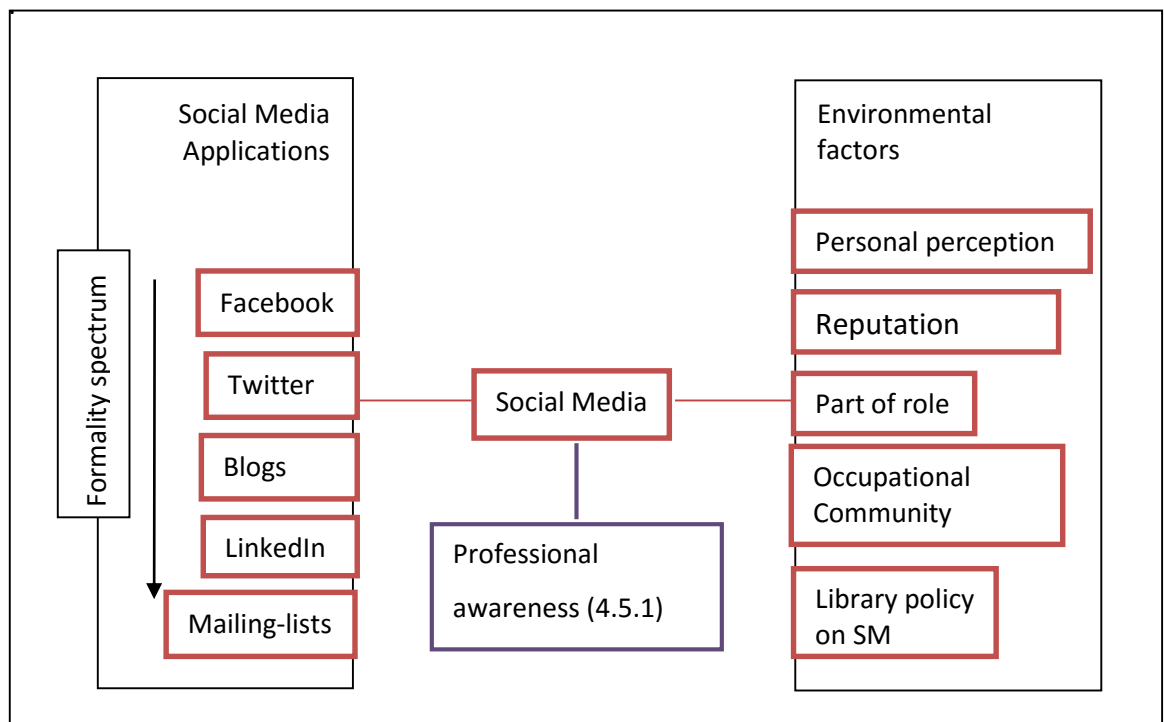


FIGURE 27 PROVISIONAL RELATIONAL MAP OF SOCIAL MEDIA IN THE THIRD ITERATION

The formality spectrum is not a category per se but rather an interpretational aid for the **social media applications** category that helped to relate to the impression of users on which applications were more for private use and which were more for work use. The environmental factors include categories that explain why social media were used in the work-place, and why certain actors did, or did not, relate to social media – some of these categories in fact formed part of a bigger category that will be discussed in 4.5.

6.2.2 CATEGORY DESCRIPTIONS

The social media formality spectrum

During the first two iterations the various social media were considered as individual categories. Due to saturation of these categories in the third iteration it was possible to analyse the relation between the various social media applications more closely. This resulted in a number of new perspectives on the data.

One interesting category that clearly played a role of prominence was the **“What they had for lunch”-discourse**. (See 4.3.2.2, page *) This category linked perceptions of formality with perceptions of the use of social media. It could however also be considered part of other categories, indicating that analysis on the subject was not complete.

To resolve this during the third iteration a decisive split was made between the actual applications and what they were used for by the actors and perceptions on the use of social media which will be discussed further on.

This resulted in a fairly straightforward category that was coded as **the formality spectrum** as early as during the analysis of the first iteration. It only became prominent in the analysis when revisiting the newer material. Initially a lot of codes relating to **formality** (for example: **Private use, porous use, work-related** etc.) were linked to perception of both CPD and social media.

The core of this category is straightforward, it links the way the actors discussed the various social media applications with each other based on a spectrum of formality.

The more informal applications are less likely to be seen as useful for work, the more formal applications are seen as an integral part of work. This leads to the following ranking from most informal to most formal of the most frequently mentioned social media:

Facebook, Twitter, Blogs, LinkedIn, mailing-lists.

Below follows a more elaborate discussion of these categories, saturation was reached in both the sub-categories and this overarching category.

Facebook:

Facebook is the most informal/private of the social media applications that were used by the actors. This already became prominent during the first two iterations, from which it could be concluded that Facebook was primarily a **social source** (see page *) and during this iteration it was demonstrated as being a saturated category. The first actor immediately made clear that Facebook was for communication with friends:

“Well yeah, I have Facebook, I don’t use it a lot, I use it to communicate with some friends, so if I want to send them a message I use that.” (Interview 3.1 : 94) (Codes: FB:private use, FB:communication tool)

They then continued with the following:

“I am a lurker on Facebook. I don’t seek out to be stalking, but you know... I always go on messages just to see who has posted what, and I probably post once every six weeks. Whereas some people... there is one person I am friends with, she is an academic from Australia, she probably posts ten times a day. With information stuff on, and I am thinking of getting rid of her.

Q It does your head in after a while...

A Yeah. “ (Interview 3.1 : 112) (Codes: FB:lurker, FB:management, FB:passive use)

This indicated that the actor was not interested in using Facebook as a **media source**. During the interview with the second actor the emphasis that Facebook is a personal “thing” was reiterated.

“No, the only social media I use is Facebook and that is just for my friends. I have some members of staff from the library, but it is purely a personal thing.” (Interview 3.2 : 41)
(Codes: FB:private use, FB:porous border, FB:active use)

Actor 3 deviated slightly from the first two actors, they used Facebook as a communication tool, but they made a distinction between using it for **professional and personal communication**, stating:

“Uhhmm... I use Facebook, both for my own social life and for work things... yeah, not so much for the library, but at times, to organise people to come to... things like this. FB works well for that.” (Interview 3.3 : 56) (Codes: FB:private use, FB:porous border, FB:professional use, FB:communication tool)

This indicates that Facebook is primarily seen as a means of social communication, precisely the sort of thing it was originally meant to be. However there was still a limit to the type of communication:

“No, I wouldn’t FB a query or... no. If I had a query I’d go and speak to a person, rather than e-mail or FB.” (Interview 3.3 : 70) (Codes: FB:professional use, FB:communication)

A trigger for using Facebook socially can come from peer-pressure as explained by this actor, again emphasising the social aspect of Facebook:

“I don’t tend to use FB, I was forced to go onto it, as a community I was a member of started charging and I thought Oh No! I didn’t want to go. I started looking at Google Plus a long time ago, but it didn’t seem to be working for me, but other people have mentioned how great it is now with the Hangout feature, but I need to find some people I want to hang out with! [laughter].” (Interview 3.4 : 84) (Codes: FB:community, FB:communication)

There was one actor who was rather explicit about their **dislike of social media** and Facebook and Twitter in particular and they squarely dismissed the use of Facebook and Twitter in a professional context:

“Well then, I have a massive problem with all of those things. I have a problem with them in the context of people using them themselves on a day to day basis, but within a work context even more so. I think there is no place for them” (Interview 3.5 : 96) (Codes: FB:resistance, dislike of social media, personal perception, FB:workplace use)

This links, besides to the formality spectrum, to the engagement (as highlighted in 5.2.3) and perception of social media. During analysis it was found that there were two elements to this, **personal perception** (Page 152), as highlighted in the quote above and environmental, or **reputation of social media** (Page 154).

Twitter

Whereas Facebook was used by four of the five actors, Twitter was only actively used by one of the actors, for actor 5 the reason was explained in the last quote on Facebook, of the other two one person had an account but did not use it because it was deemed overkill. The other persons just indicated not to use it.

“No, I don’t use Twitter... is it a conscious decision? I have an account, but I don’t use it... because I feel there is enough going on without it.” (Interview 3.1 : 97) (Codes: TW:information overload, TW:management)

The actor who did use Twitter confirmed that Twitter mainly served a professional purpose. They also used the, then new, function of lists to manage their use of Twitter.

“So the way I use Twitter is that I tend to... focus more in the professional capacity, I don’t say what I had for lunch or anything. All my posts are profession related, but I love the fact that you can attend conferences virtually as well, I just think that is great, I really like Twitter. And I like the lists feature on it as well, so some people are just a bit too prolific, so I shove them in a list and have a look at them every now and then.” (Interview 3.4 : 92) (Codes: TW:professional use, TW:community, TW:networking, “what they had for lunch”-discourse, TW:management)

The key point the actor raised was to do with virtual conferences, this highlights a specific potential use of Twitter that could directly aid work-based learning. Part of the attraction for this actor lay in the fact that their peers at conferences used and indeed encouraged their own use of Twitter:

“[laughter] this is really sad, I was at an event hosted by Sheffield Hallam a couple of months ago, it was all on using tablets in learning, the event I was at was trending at Twitter, it was so exciting to be part of that!” (Interview 3.4 : 50) (Codes: TW:conference use, TW:professional use, TW:community, TW:networking)

In terms of interaction the following response indicated that Twitter was not necessarily a social resource but primarily a news resource (**media source**). Self-efficacy seemed to be instrumental for the use of Twitter as can be gleaned from the following quote:

“I haven’t got a huge number of people following me on Twitter for example, but some people respond to the stuff I say.” (Interview 3.4 : 67) (Codes: TW:self efficacy, TW:interaction, TW:community)

More particular in terms of utilising Twitter as a social network tool they said the following:

“Q So do you use it to build a network as well? Do you connect to people you think might be of interest on a professional level?”

A Occasionally, I don’t use it like that all the time, many years ago I decided, rightly or wrongly, that if I was connected with someone on LinkedIn I wouldn’t necessarily connect with them on Twitter. Or perhaps the other way around, cause some people just kept building up their followers.” (Interview 3.4 : 94) (Codes: TW:management, TW:networking, TW:community)

This illustrates that they thought actively about their use of social media from an early stage, indicating **active management** as was evident in the earlier remark about the use of Twitter-lists. This also indicated that the actor was a **discerning user** of social media, deliberating on the functionality and potential use of each application.

Blogs

In the first two iterations blogs had fallen off the relevant categories list due to a lack of use. During the third iteration they emerged as being relevant again. Their relevance was particularly linked to the decision to introduce the formality spectrum as a means to classify social media applications, this provided a place to discuss blogs in the context of perspective of **engagement with social media**, particularly as a **media source**, and **professional use of social media**.

The first actor indicated that the complexity of their tasks made it difficult to find appropriate blog and Twitter feeds due to the sheer number of topics of interest for them. This contrasts with the actor in the first iteration who had a highly specialised job and therefore felt that connecting with people in similar roles but other organisations was made easier through social media.

“Well... I don’t know... I just feel... why do they feel they have got something to say. You know, do I need to know? I guess it might be different... if you look at my role, I do staff development, strategic management, quality, things on building management, space management, finance.... so there is a broad spread. If my role was on data management, than that is a really narrow area that I can easily... I am sure there are four or five people blogging and tweeting about that, so I could tune into that, but with such a broad area, how can I hope to find people that blog on that spread? Although, if I did it... I would just be

inundated." (Interview 3.1 : 159) (Codes: information overload, broad role, appropriateness of sources, SM:media source, SM:news source)

The second actor explicitly indicated to find it difficult to find time, again alluding to the information overload aspect of social media, they did however mention explicitly that they would like to find more time due to the potential value of blogs as a media source to stay informed:

"Q Do you read any blogs at all? We haven't mentioned those yet?"

A I dip in and out of them, sometimes I will see something useful, but I don't have set people I read on a regular basis. I am too busy doing a job, I have to react with people. There always seems to be something I have to fill my time with, but I probably would want to do more of that, to get a wider flavour of what is out there." (Interview 3.2 : 86-87) (Codes: information overload, SM:media source)

The third actor, a customer services assistant, mentioned that they used the internal library blog daily as a source for information (media source), also mentioning that they would like to see more use of blogs as a means to disseminate information internally:

"I use a library blog every day, I forgot about that! That is good for getting information. If the academic librarians had blogs where you can look up questions you might have, than you wouldn't need to phone them. So..." (Interview 3.3 : 96) (Codes: media source, BL:information source, BL:Internal use)

As evident from the discussion about the other social media applications, the fourth actor explicitly mentioned management of information in how they approached blogs, actively managing **information overload**:

"Q Right, so I take it you read a lot of these techy blogs?"

A Yeah, well... a lot, no. It becomes unmanageable, I've got, what I hope, is the bare minimum I can get away with, as it is a constant... incoming torrent. But I also have to keep tabs on the library social feed as well. I can't pay too much attention to one, to the exclusion of the other, or the day job! [laughter] so yeah, I have RSS feeds set up for various... hopefully, important blogs of movers and shakers and I follow a select number of people on Twitter." (Interview 3.4 : 45-46) (Codes: information overload, management, RSS-feeds, BL:selection)

What all these uses of blogs had in common was that they clearly fell on the professional side of social media applications and were almost exclusively used as media source. The

library blog was a shared responsibility in terms of upkeep and management, actors 1,2 and 4 had written various blog-posts aimed at both students and for use internally. Actor 3 confirmed that the blog was indeed used as an internal media source.

LinkedIn

Unlike blogs, the category on LinkedIn remained irrelevant, although some of the actors in all iterations were registered on LinkedIn, in general they did not use it actively. Despite LinkedIn becoming more popular in the past few years, this had not changed during the third iteration.

It is therefore not on the basis of what the actors had to say about LinkedIn that it has been included in the formality spectrum. The most important reason for including it here is that LinkedIn is the most important 'professional' social network application. In the years during the data collection (2010-2013) LinkedIn more than doubled the amount of registered users³. It developed itself into a more specialised 'career management tool' rather than a social network.

Therefore it remains an odd phenomena in the context of the formality spectrum, but due to its reputation and functionality it was decided to include it in this category regardless.

³ <http://blog.linkedin.com/2013/01/09/linkedin-200-million/>

Mailing-lists

Of the most popular social media applications in use in academic libraries, mailing-lists have the most formal/professional characteristics. This is implicit in their nature and functionality, the most used lists were provided by JISC for SCONUL with the purpose of creating a social network for professionals in academic libraries.

During this iteration all actors, except for a customer services assistant, were using lists actively:

“A Yeah, yeah, I am on... on twelve discussion lists. Some of committees I am on, others just for news and things.

Q Do you find... do you get them aggregated or?

A No, I get the whole lot.

Q And are you an active participant in these lists?

A I am where it is a committee I am on, where not I am more of a lurker.” (Interview 3.1 : 105) (Codes: ML:lurker, ML:passive use, ML:media source)

The key-functionality for lists however appeared to be as a **media source** rather than as a **social resource**. The first actor reiterated this point further in the interview:

“the discussion lists are a good way of keeping up to date” (Interview 3.1 : 134) (Codes: ML:media source, ML:awareness)

It was not solely JISC provided lists however, the second actor highlighted numerous internal university lists, they also re-iterated the fact that mailing-lists can be seen as a **social resource**:

“I am also on various lists. So I get to see things about alumni relations, distance learners, one about RFID, enquiry services through lislink, stuff like that. I don't normally e-mail to those although I will respond to queries of people if I think I can provide. But we don't normally send out lots of e-mails via those sorts of lists... unless we have to, for specific information.” (Interview 3.2 : 67) (Codes: ML:media source, ML:social resource)

In their case an important trigger for using SCONUL lists was the fact that they represented SCONUL for the library:

“Yeah, I am the SCONUL rep for the library so I do all the SCONUL access, liaise with the people there, that sort of thing. So yeah, we get SCONUL queries and that sort of thing as

well. So that is the sort of thing we do, but I am not particularly active on anything else...”

(Interview 3.2 : 67-69) (Codes: ML:active use, ML:trigger)

Like the first actor, the lists were mainly used as a (passive) **news source**, this actor also highlighted the way that lists were used – the nature of mailing-lists seemed to indicate unwritten etiquette in relation to mailing-lists, they should be used for enquiries of colleagues primarily:

“Q OK, one of the things you mentioned is, when you get an e-mail that applies to you, you will reply, but you rarely send them out?”

A The reason, most people tend to post things on these lists because they have a specific question they want answered, they want advice on how things happened and things like that. I will answer them if I think I have relevant information, or give advice that will pass, if it is something we have done. But we haven’t really been in a position where we had to ask something. We did do it for something to do with Customer Service Excellence...” (Interview 3.2 : 70-71) (Codes: ML:form of use, ML:etiquette, ML:news source, ML:social resource)

The actor most active on other social media, who actively managed their use of Twitter, indicated to “*still subscribe*”, indicating again that **active management** played a part in their information behaviour and that they were a **discerning user** of social media.

“and I still subscribe to three or so e-mail discussion lists... One of those in particular is not really library specific, it is the LDHN... what they do is the Learning Development people... so yes, it is... I get a lot of traffic through those means, Twitter and the mailing lists in particular.” (Interview 3.4 : 84) (Codes: ML:management, ML:discerning use)

This was later followed by further confirmation of **active management** and **discerning use**:

“it is manageable, otherwise I would aggregate them, but it seems to fit my workflow.”

(Interview 3.4 : 116) (Codes: ML:management, ML:discerning use)

The final actor however indicated not to be discerning when it came to mailing lists at all, in fact this actor described themselves as “*detesting social media*” when asked about it earlier in the interview:

“yeah I am on ALL the lists, I am on every single JISC list that has any relevance to me what so ever.” (Interview 3.5 : 96) (Codes: ML:management, ML:discerning use, ML:active use)

When asked to clarify that statement they replied extensively:

“I can remember going into the JISC site and literally going ‘oh yeah, them, them, them, that is interesting, that will be good.

Because I am nosy! It is a great way of seeing what is going on at other institutions, what their questions are... yeah! I love being on those lists, I’d seldom post there, I don’t think I have ever posted there myself and it is very, very rare that I will reply, but occasionally you get a question about teaching, like somebody wants to redesign their induction sessions, or they are interested in eLearning, or eLearning with assessment, which hardly ever happens and that is what my award is in... So if it is a question about that, I will and I will just give somebody as much information as I possibly can!

Because to a certain extend for me, that is better than being at a conference, you might be there and have only one talk that meant something to you, but through the lists you might pick up on the topic you are really keen on, interested in and know what everybody else is doing and I love it when people amalgamate all the answers they got and post them to the list. That is really an easy way of helping people out and staying in touch with it.” (Interview 3.5 : 97-98) (Codes: ML:media source, ML:social resource, ML:discerning use)

The statement that they subscribed to these lists because “they were nosy” and the statement that for them “it is better than being at a conference” indicated that they used mailing-lists as a **media source** as well as a **social resource** further reinforced by the statement: “staying in touch with it”, yet the actor is also displaying resolute characteristics of **undiscerning reading**.

Social media: Environmental factors

Whereas the previous category descriptions used the applications as an anchor, further analysis revealed a number of underlying environmental factors that have an impact on the way social media are used in the context of the workplace. These categories emerged during all three iterations and many overlap with the descriptions of the categories related to social media applications, but during analysis in this iteration the decision was made to assign them to an overarching category labelled environmental factors.

These category descriptions rely less on direct citations and codes and more on further analysis of existing categories and research memos.

Personal perception of social media

This category contains a number of 'elusive' categories. Based on codes that can be linked but are not necessarily in the right place or appear in other categories but with a slightly different context. One of these categories was initially labelled **self-confidence**. This category was largely based on a retrospective interpretation of the actors but failed to materialise from the data from the interviews and, with further analysis proved to be a false category. The following memo dealt with that:

Memo: Differences between people that like and not like social media (selection from the whole memo - unabridged) (dated 04/05/2013)

It is interesting that those who have a negative view on social media are still highly aware of the various applications out there and they are often surprised to find mailing-lists are a form of social media, that immediately releases some of the tension in discussing the topic as, so far, I have only found one actor in all three cases who was equally dismissive of using mailing-lists.

Thinking about what could be underneath these ideas one thing stands out – social self-confidence. The impression I get from those that like social media is that the social aspect is important to them, but they also like having an opinion and are not afraid to air it, they like networking and feel it is useful to have a direct means of contact with numerous people.

Those that do not like social media are generally also not interested/bothered in the networking aspect. But I don't think of these actors as being less self-confident with perhaps one or two exceptions. Equally there are exceptions with those that do use social media.

This would need further consideration, but for now I think self-confidence is not the right name for the category that envelopes this aspect.

The memo above was written at the time of the interviews and before the transcription was completed. During the first interview the following question was asked:

“Q If I listen to the way you use these things, for you it is more about getting in touch with people than projecting yourself using these media, which is a significant difference.”

(Interview 3.1 : 99)

To which the follow up was:

“A Yeah, you are right.

Q So you don’t blog either?

A No, I don’t blog, no. But you know, I do an editorial in this, I do a lot of professional writing.

Q Yeah, so if people want to, they can find out what you think.

A And to be honest, I would rather do something that is published, because you get the... you get the status from it, rather than putting a blog on every week... you know, what difference does it make.”

(Interview 3.1 : 100-104)

This turned out to be an interesting exchange. The actor was a highly experienced professional with several academic and professional publications to their name. Their perception of social media was just that: a social medium to stay in touch with others. Their need to ‘project’ themselves using social media was negated by the fact that they had other platforms, of more standing, to do so.

The other experienced actor who used social media frequently and managed the use of social media consciously and with purpose made this statement:

“there is some people I know that will say stuff on Twitter to each other that really they should be saying in private!” (Interview 3.4 : 102)

Although at first an innocuous statement, this, combined with the fact that they were highly purposeful with their use of social media, indicates that their perception of social media was one of function rather than projection.

This led to the following memo, linking this iteration with the previous iterations:

Memo: Projection or purpose amongst social media users (selections from the whole memo, partly abridged for anonymisation reasons, dated 23/05/13)

There is reason to assume that there is a link between experience and the desire to project through social media. In the previous cases there were a number of early career professionals who could be described as finding it important to project themselves using social media.

...

Looking back at the other cases there is indeed an argument for stating that more experienced professionals that use social media are more purposeful in their use. For example ***** from ***** had a similar outlook on how to use social media as actors 1 and 4 from this case.

...

There is no reason to exclude purposefulness from those that prefer projection but there is a case to exclude projection from those that prefer purposefulness.

The final sentence of this memo was particularly interesting in the context of perceptions of social media as manifested in the actors that were involved with this study. When analysing those that were negative about social media this became even more prevalent: The category of “**What they had for lunch**”-discourse demonstrated that the one thing many people dislike about social media is ‘unnecessary projection’.

This led to a positional map that contrasts purposefulness with projection and links numerous smaller categories to the category of Personal Perception in social media:

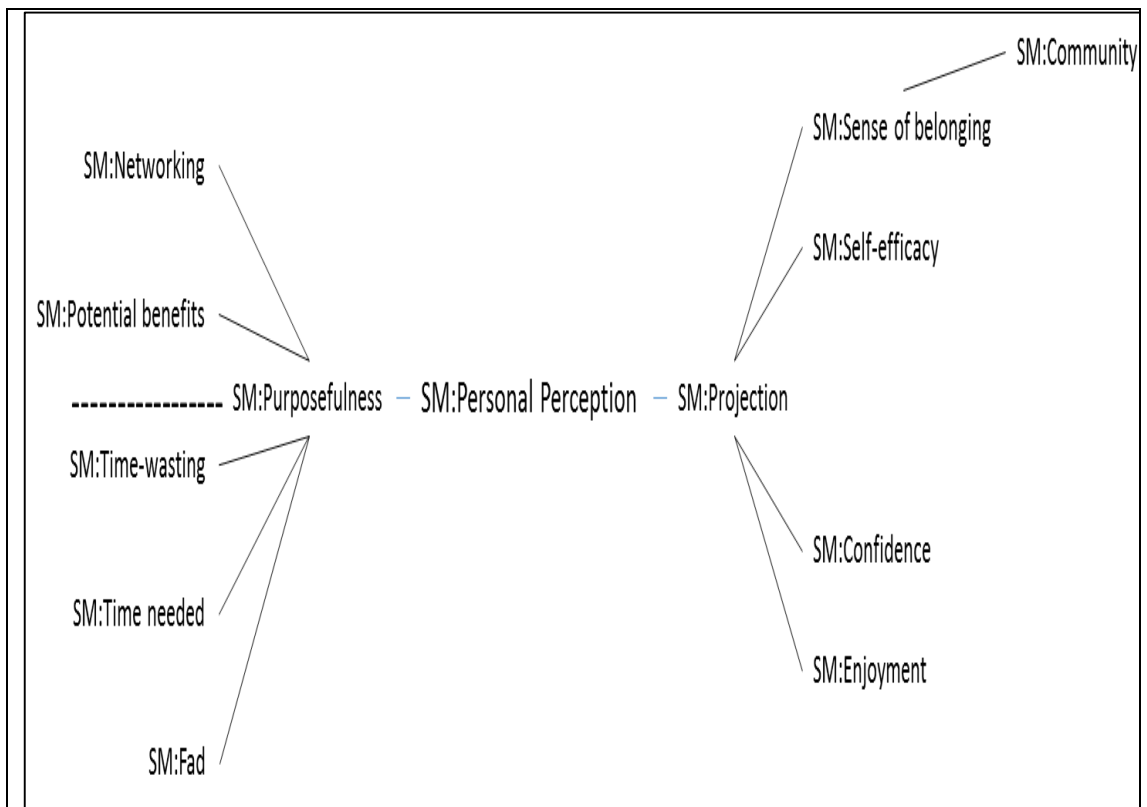


FIGURE 28 POSITIONAL MAP ON PERSONAL PERCEPTION IN SOCIAL MEDIA

The codes in the bottom left quadrant captured the most heard arguments against the use of social media. These were aired both by users and non-users and all related to the **purposefulness of social media**. These arguments were mostly related to time: The time needed to ‘do social media’ properly, the fact that some colleagues seemed to use social media as a time-waster or that students seemed to know that using social media would get a more instant response, which was seen as unfair and a waste of time and resources. And finally the idea that some social media applications were considered a fad that would erode over time.

The top two quadrants illustrate factors relating to community. The initially ambiguously named code **SM:Potential benefits** belonged here as well in the context of personal perception, where sense of community was found to be a benefit, although it technically is a broader code in interpretation. The code of self-efficacy was used to cover points of projection in the first iteration and was later replaced by projection, to ensure continuity this code was introduced as part of projection.

In the bottom right quadrant two codes that relate to personality and covered expressions by actors proclaiming to like or dislike using a social media application and issues related to

confidence in using social media applications. These codes often appeared in the analysis of actual social media messages by actors from the social media snapshots.

The two quadrants on the right deal with issues related to projection. Projection relates to the idea of one putting themselves about on social media. *The higher the projection the more personality comes through in the use of social media.* This category and its interpretation could be established by analysing the use of social media applications by the actors, in particular Twitter and blogs but was supported by deeper analysis of the data.

The two quadrants on the left deal with issues relating to purposefulness, or the perceived function of social media. This can be considered a crucial element in the way the actors regarded social media – if someone does not see purpose to social media it is less likely they will use it.

Reputation of social media

The reputation of social media is an important factor in how people feel about using social media applications but also influences whether organisations feel compelled to use specific social media.

This is a fairly straight-forward category due to the fact that a good understanding of which social media are being used can be gleaned from the interviews.

Facebook is popular although has a distinct reputation for being ‘time-wasting’, mailing-lists are ubiquitous and almost universally were considered useful professional tools, Twitter provides a mixed image with some loving the ability to network and stay informed whereas others consider it a pointless exercise of people trying to project themselves.

One aspect that came from the interviews was raised by actor 5 in this iteration, who stated:

“Yeah, I think the lists are really important... I think it is good that they are hosted by JISC, that is a good, reputable...” (Interview 3.5 : 110)

This indicates that for some the reputation of social media is important in whether someone would use a specific application or not.

This statement led to the following memo:

Memo: Reputation of applications and users (excerpt from the memo, dated 26/05/13)

...the importance of lists being hosted by JISC relates to the data on the use of Twitter, blogs and aggregators, in that it indicates that a selection process of who to follow/what to use relates to reputation of the service/users. Some users are more discerning than others on this aspect and this then also links to the concept of discerning reading.

In this memo reputation is linked with **discerning reading**, which is logical – those that manage their social media carefully will think about who to follow and what to use which application for.

There is a complication however: those that do not like social media because they dismiss it on ground of: “I don’t want to know what someone had for lunch”, or similar, do not get to the stage where they use the applications and apply factors related to discerning reading to manage social media applications to their benefit. Therefore there are two significant sub categories to this category: **Application reputation** and **contact reputation**. The latter relates strongly to the factors discussed in **personal perception of social media** as well. The behaviour on social media determines the contact reputation of users. This relation is discussed in more detail in 4.4.2.3 (Page 123)

Social media as part of the role

An interesting aspect of the use of social media in all iterations was the relation between the institutional use of social media and of those that maintained these institutional accounts.

In the second iteration the institutional accounts were managed by a specifically appointed marketing and communications officer, in the first iteration a more ad-hoc approach prevailed. In this third iteration social media was attributed to a specific liaison librarian as part of a 'library wide remit' – in this organisation every liaison librarian was assigned a second task and one of those tasks was the application of new technologies. As such social media became part of their role.

During this third iteration that had led to the responsible actor, who already had an interest in social media beforehand, displaying an exceptionally high level of considered use of social media.

This was referred to repeatedly in the **Social media informality spectrum** categories with codes such as FB:management, TW:management and FB:Professional use.

Similar codes applied to the responsible actor in the second iteration and those that used social media actively in their role in the first iteration.

This also links to the Reputation of social media category than – the use of social media as part of the role 'forces' users to get over the '**application reputation**' and instead concentrate on **contact reputation**.

Occupational community

During this iteration questions about social media were asked after questions about CPD, the outcome of this did not alter the notion of occupational communities significantly. Where this notion was discussed it was in line with the previous iterations.

Throughout the responses on social media implicit references were made to the occupational community, whether this related to the **management of social media** and notions of **discerning reading**, or to explicit comments about the **validity of sources** because of their status in the community. Actor 5 referred frequently to a well-known expert on copyright, as part of their role dealt with the development of new publishing standards.

“A Oh god yeah, no I always imagine us as a really collective community, supporting and helping one another... there are probably some people in the profession not like that, but overall, I mean the lists, all the CILIP groups, give you that impression... you know. I am always looking out for people I know on the groups, it is a way of keeping up with what they are doing and... like I say, if anybody posts about something about which I know, I will help them out, to the same degree as I would help my own colleagues in the office.

Q Well, you are helping me out! So there is a lot of cohesion, and part of that is on those lists?

A Yeah, I think so! It is really interesting when you get people from [REDACTED] posting, you always see [REDACTED] answering the copyright posts... it is interesting, I seldom to ever read the CILIP update, but I am interested in all the things that comes from the groups.”

(Interview 3.5 : 113-115, identifiable names obscured for anonymity reasons)

The relevance of this sense of community is linked to various aspects of other categories and will be made more elaborate as part of the category [professional awareness](#) in 4.5.1.

Library policy on social media

In the third locus the policy regarding social media did not differ greatly from the approach in the second locus, except that in this case responsibility was more shared between different actors, for example several members of staff contributed actively to the ‘blog’. The Twitter and Facebook accounts were managed by the liaison librarian with the “new technology” remit (actor 4).

Blogs

Neither the library nor its staff seem to employ blogs for communication with interested parties in an official role. Publication of news articles to its University embedded website do occur through a blog-like mechanism and is used frequently. None of the actors felt there was a need to keep a personal professional blog. Interestingly the University Librarian, very active on Twitter, does not maintain a weblog.

Twitter accounts

The Library maintained a number of institutional accounts; these are accounts that formally represent specific parts of the Library, or the Library as a whole.

Institutional accounts

The primary account for the Library as a whole is primarily aimed at library users. In terms of activity the account tweeted at an average of at least one message per day, it primarily seemed to respond to community questions and providing information about developments in the library. It followed a small number of users and had over 900 followers. This could be a higher number, but it seemed to be growing steadily. (This was established at the end of the 2012-2013 academic year. In the academic year 2014-2015 this number had grown to 1450 (15/11/2014)

In terms of followed accounts it was primarily focussed at other official university accounts and various Student Union accounts – it did not follow other library accounts or professional sources such as the research councils or professional bodies.

Apart from this account there were only two Twitter users among the staff, the University Librarian and the liaison librarian who maintained the main-account. This was a relatively low use of Twitter amongst the staff compared to the other iterations.

Facebook presence

The University Library on Facebook was in the format of a community page. It had a smaller amount of followers than the Twitter account, and noticeably less interaction, although the library did post updates quite regularly. The majority of content was based on news from the library but with 'interest-topics' like the share of an inspirational music video and a 'motivational speech' aimed at finalist students.

Activity by others was low on the page, there were some promotional posts from various organisations targeting students, as well as some information from the Student Union but very little in terms of interaction from end-users. This matched other University Library Facebook pages in terms of interaction and one could conclude that the usefulness of a Facebook page for this purpose should be in question.

The Library had an unwelcome experience with Facebook, some students had set up a 'Spotted In' page. This was an internet trend some years ago where people would say something about a person they did not know, but had "spotted in" the library. It became rather popular in the library but led to some negative user experiences in the form of harassment and the university moved to have the page closed down, which happened shortly after.

Youtube presence

The library had an active presence on Youtube with a good number of published video-clips. The clips individually had been viewed between 100 and 2500 times, the reason for this might lie in the fact that some videos have been embedded on the website whereas others remained unannounced. The channel itself had 13 subscribers although Youtube subscriptions are not as relevant as for example Facebook contacts in terms of reach.

6.2.3 SOCIAL MEDIA IN THE THIRD ITERATION

An important step to achieve the grounded theory was made in the analysis during the third iteration with regards to social media: the relevance of the key-category of **social media** was significantly reduced. Throughout the first two iterations social media and CPD had been the leading factors in interpretation and all data was linked to these categories.

To further the analysis of the linked categories it was decided that a firm interpretation of what social media represented to the researcher should be made. This led to the conclusion that the various **social media applications** should be seen as their own entity – uncoupled from **environmental factors** related to social media.

The strongest finding that emerged during this iteration was that many factors related to social media in fact relate to the key-category of **professional awareness**.

6.3 RELATIONAL ANALYSIS OF THE DATA REGARDING PROFESSIONAL DEVELOPMENT

6.3.1 PROFESSIONAL DEVELOPMENT – RELATIONAL MAP OF CATEGORIES

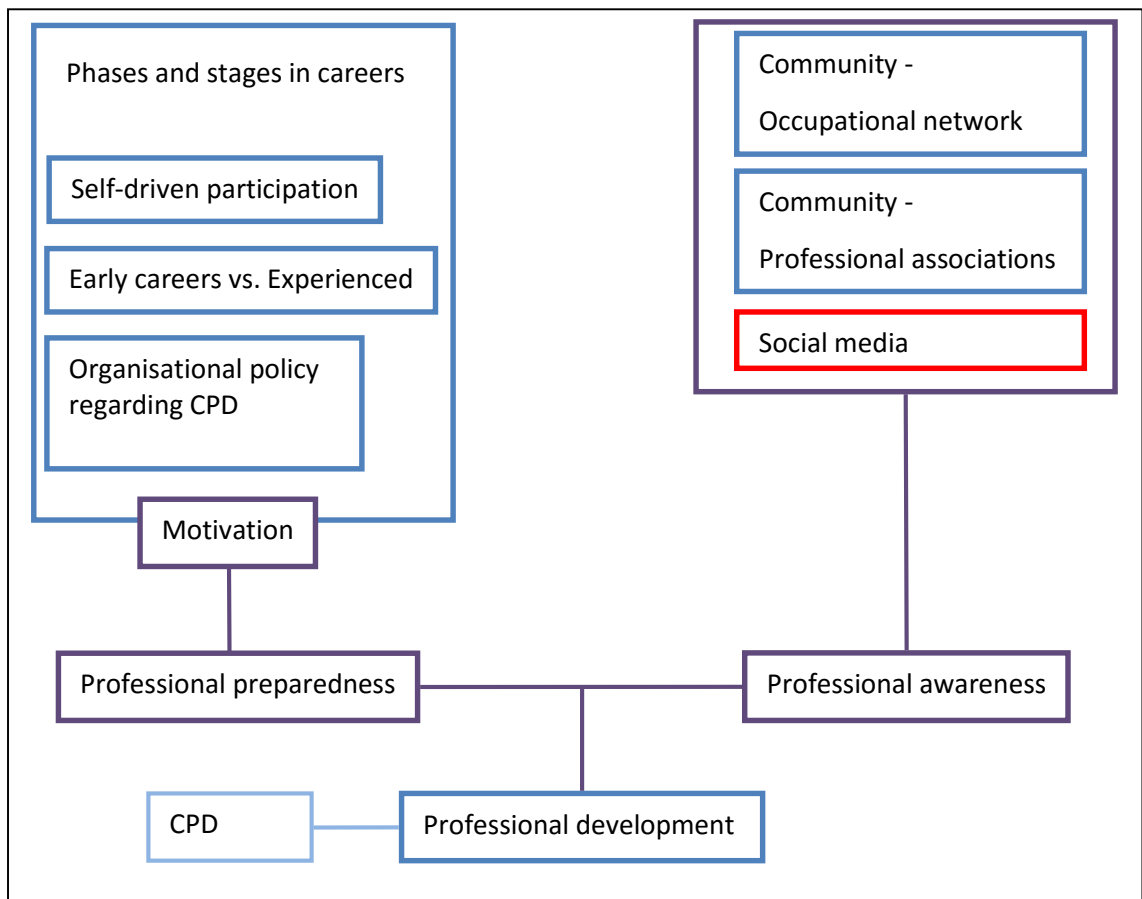


FIGURE 29 RELATIONAL MAP OF PROFESSIONAL DEVELOPMENT IN THE SECOND ITERATION

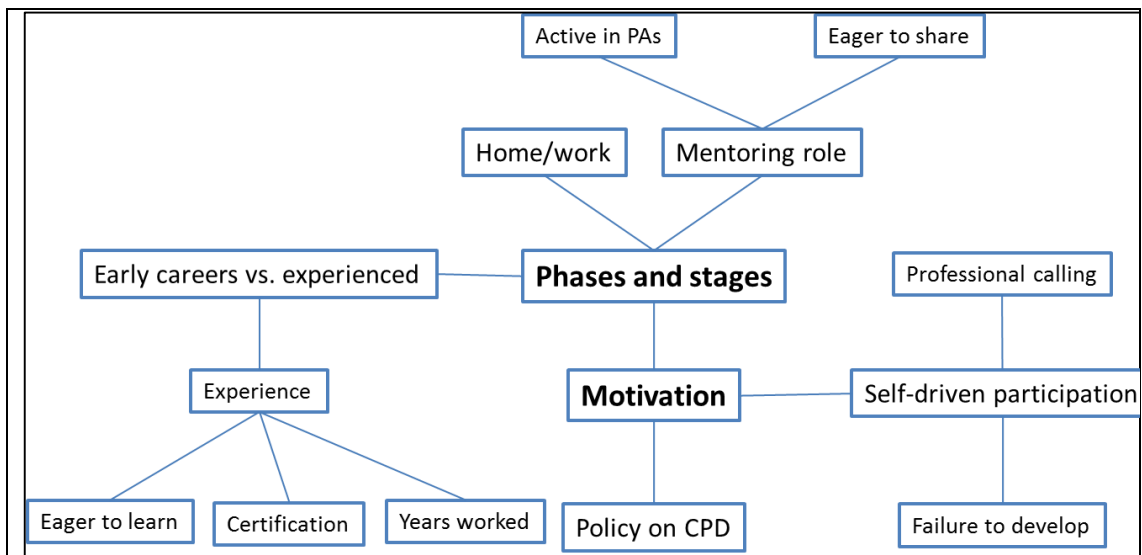
As can be observed in the title of this section, the category of CPD has been reduced, like the social media category the focus for this previous key-category has significantly shifted to a new perspective. In the second iteration the category of motivation was made central and in this iteration two new categories have been introduced: Professional awareness and professional preparedness.

Both these categories will be discussed in detail in chapter 7. It is important to note however that the category professional awareness is the same in both this context and that explained in 6.2.

CPD as a category was dissolved altogether and included in the category of professional development.

6.3.2 CATEGORY DESCRIPTIONS

Motivation
<p>The category of motivation is an important one in that it created an understanding of what drives the actors to take part in the professional development process.</p> <p>The foundation of this category was formed by looking more intrinsically at categories that came to the fore during the second iteration. The findings of the third iteration corroborate these results and strengthen the categories, bolstering the overall strength of the motivation category.</p> <p>Motivation formed the key contributor to the key-category of professional preparedness and the description of the categories here build up to the description of that category in chapter 7.</p> <p>The following categories were described in detail in the second iteration (5.3.2) self-driven participation, phases and stages in careers, early careers vs. experienced. The category motivation was described there too, however the link to professional preparedness was developed during this iteration and insight in how this relates to the grounded theory was developed in the third iteration.</p> <p>This map of the category motivation led to a clarification of the various categories and their relations.</p>



The most significant alteration is that the category of [career phases and stages](#) was utilised to improve understanding of the numerous different categories that were difficult to place in the earlier iterations. The category was re-interpreted to form an interpretative tool that could link the various actors and improve understanding of different factors that relate to motivation. As such it is not a key-category like motivation, but it is a leading factor in understanding the concept of motivation. Next to this model it was found that factors that influence motivation were the [library policy on CPD](#) and [self-driven participation](#).

Library policy on CPD could be considered as an environmental factor that influences the level of motivation that staff have to develop themselves. This is a logical step in the analysis – a policy that encourages development, for example by funding external training events/conferences etc. provides more motivation for personal development than asking staff to pay for such events themselves.

An interesting aspect, that proved difficult to place, was that of [professional calling](#) – this was mainly due to a lack of explicit data on the subject. Where it was encountered it was frequently in conjunction with comments about self-driven participation, hence this is where it was linked in to the data. There was an argument for inclusion under the [experience](#) category but codes here could often be better categorised under [eagerness to learn](#); many of the codes that could potentially relate to [professional calling](#) also related to the formal training that actors had received and frequently in the context of inexperience necessitating further learning.

Those actors that expressed low self-drive to participate in CPD could also be linked to a failure to develop, either because they were stagnant in their role or because the job was

considered inferior to other interests. For example with actor 3 in this iteration who was a customer services assistant but saw that as a temporary job whilst applying for posts more in line with their education.

Self-driven participation

Discussed as part of 5.3.3 (Page 127) – no findings during the third iteration altered the findings from the second iteration.

Early careers vs. Experienced

Discussed as part of 5.3.3 (Page 127) – no findings during the third iteration altered the findings from the second iteration.

Phases and stages in careers

This category was founded on findings from the previous case-studies as presented in 5.3.3. In this case the category had been strengthened with the data from this iteration, leading to this more complete overview of phases and stages in careers:

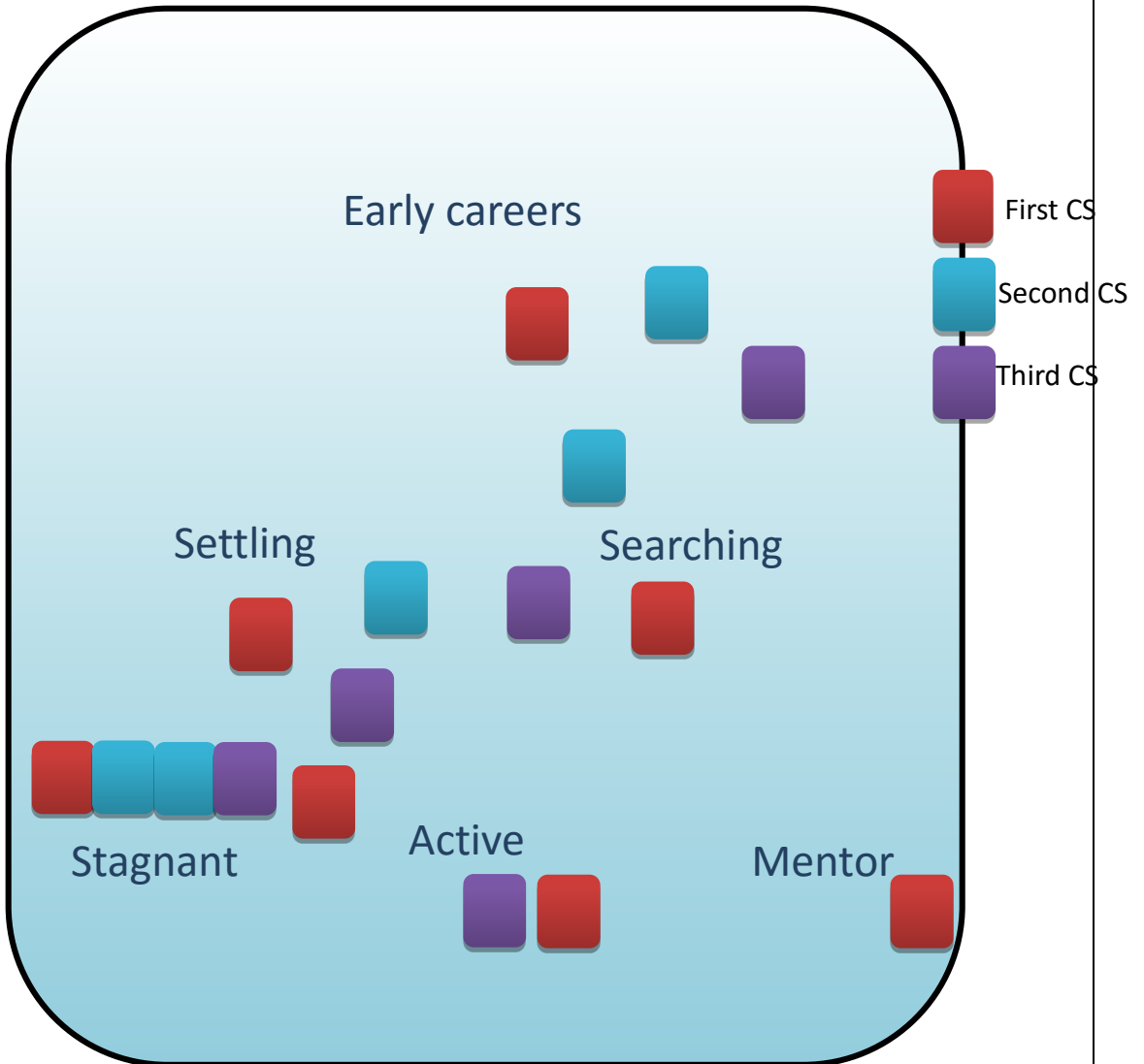


FIGURE 30 A MAP PLACING THE ACTORS IN PARTICULAR PHASES AND STAGES

For a more detailed description of this model please refer back to 5.3.3. (page 127)

Organisational policy regarding CPD

The policy regarding CPD during this iteration was based on a system whereby each member of staff took part in a Personal Development Review (PDR). This consisted of an annual cycle of evaluation of development needs based on the operational and strategic plans of the library and University as a whole. This ensured that there was a collective development of personnel, designed to stimulate organisational learning.

Many of the training needs were addressed internally and the University Library organised regular in-house training events that pertained to particular roles and developments. Responsibility for this programme lay with one of the senior managers in the library and as such the library was able to respond quickly to the changing environment.

The university as a whole also offered a variety of courses. This was organised through a Staff Development team which put on an elaborate training programme for a whole variety of personnel within the university. These activities ranged from research training to management courses, library staff was allowed to follow courses offered by the Staff Development team.

Finally library staff was encouraged to participate in external events with the specific aim of promoting the university library within the wider community.

Community – occupational network

This category is discussed in more detail in 6.3.3 (next page) as it formed a significant part of the analysis presented there.

Community – professional associations

This category did not alter significantly from the findings in the other iterations. Although the participation rate for CILIP was relatively high amongst the actors. Three of the actors were chartered members of CILIP, although one of the actors indicated to not have been to any CILIP organised event for a long time. A fourth actor had left CILIP, questioning the cost/benefit of membership.

6.3.3 CPD TO PROFESSIONAL DEVELOPMENT

In contrast to the previous iterations, the interview guide for this iteration focussed on CPD first and social media later. This was to counter the possibility that in the previous case-studies CPD had described as a primarily informal construct which appears at odds with traditional understanding of what Continuing Professional Development is. In professional literature CPD is often used in reference to formal work-place or external training. In the previous case-studies there was often reference to this sort of formal training, yet the majority of actors referred to the informal processes.

Thus, to counter this, the interview guide was modified in order to not prompt the actors talking primarily about the informal aspects. This did not result in a different view however; from the interviews it became clear that there was an understanding with all the actors that CPD was indeed more than formal training and that change is a part of the profession. It was phrased well by one actor in particular in response to the question on what they felt CPD was:

“CPD... uhm... I think that it is a bit too grand a phraseology for it, [...] unless you can keep up with changes, both in the sector and outside, you can get left behind. [... CPD] is all about being professional. [...] So therefore, it is not to me a separate activity, you just got to do it.”(Interview 3.1: 21-24)

This was echoed by another actor who answered the question as follows:

“I think it is anything that you do, formal or exchange of experience that will improve your knowledge and skills to do the job that you do...” (Interview 3.2: 9)

For actors that have an eye on the future it also means preparing for a career change as illustrated by this quote:

“I think in general CPD would mean.... moving?... having training to move up a scale on the career ladder.” (Interview 3.3: 7)

For those actors that could be considered to be in the stagnant phase of their career (see Section 5.3.3 for an explanation) the emphasis was singularly on the changing environment and being prepared for these changes. With all actors it was clear that they used social media as a means to stay aware of developments, whether through mailing lists, Twitter feeds or professional blogs.

What the results from the interviews indicate is that, whether the change comes through an altered career perspective or through professional challenges, CPD is recognised as a vehicle to adapt to the appropriate environment that one operates in. The key-finding however is related to the intrinsic drivers for CPD and gaining an understanding how people perceive CPD: it is not

only a formal training vehicle – it involves all the related effort on an informal level to keep on top of the professional environment.

These findings demonstrate that what was discussed as CPD by the actors in fact related more with work-based learning processes. This was an interesting finding which led to a search for literature to support this stance. It was found to be particularly prominent in the work of Eraut (2000, 2004, 2011). Eraut studied informal learning in two separate projects - one aimed at mid-career workers, one aimed at early career workers - and three different professions; business and accounting, engineering and healthcare. He provided an overview of the outcome of both studies and brought the different topics together and identified nine sources that enabled or facilitated work-based learning:

- Working for qualifications.
- Short courses.
- Special events.
- Materials.
- Organized learning support.
- Consultation and collaboration within the working group.
- The challenge of the work itself.
- Consultation outside the working group.
- Life outside work.

(Eraut 2011 : 9)

These nine sources returned rather prominently in the analysis of data for this study and it could be concluded that the findings of Eraut aligned with the way in which academic librarians learn in work-based environments. The first two, working for qualifications and short courses, reflect formal training that normally would take place outside of the library (external qualifications/training). Special events equalled conferences and seminars that academic librarians took part in. Organised learning support could be found in the CLIP chartership processes although it also included in-house mentoring and guidance. Consultation and collaboration within the working group appeared, for example, in the form of actors asking colleagues to clarify specific topics.

These factors all related strongly to the category of [occupational community](#) and indicated that informal learning benefitted from the idea of occupational communities. Eraut provided a number of specific handles that all recurred numerous times in the data.

The challenge of the work itself could be seen as both a result of reflection and the often mentioned changing environment the actors operate in. Life outside work could be seen as a similar source for reflection.

The points materials and consultation outside the working group, were of particular interest in relation to the use of social media. In terms of materials it became clear during this and the previous iterations that social media had overtaken and replaced the role of professional literature in academic libraries. All actors with a professional post used at least mailing-lists and frequently Twitter and blogs as sources for professional information. Equally they would use social media to consult people outside of their direct work environment although actors frequently indicated to prefer email and direct contact such as phone calls.

In a polemic article by McGuire and Gubbins (2010), four propositions were suggested about the way in which formal learning was slowly being pushed out in favour of other forms of learning. Their most prominent point was that the use of ICT was creating different ways in which learners were being confronted with learning material; this, according to the authors, led to different ways of learning. Although deliberately delivered as a contested point by the authors, the findings of the research presented here seemed to corroborate this view.

This was an equally prominent point in Eraut's work. He highlighted that participants to their studies learned more through informal work-based learning than through formally organized learning events (Eraut, 2011 : 9), such formal training to him only appeared to be effective and appreciated if it was delivered 'just-in-time' – in fact, Eraut claimed that informal workplace activities provided between 70-90% of the learning whilst stating that: "but informal learning was treated as only an occasional by-product. Hence most discussions of learning dealt only with formal, organized events..." (Eraut 2011 : 12).

As with McGuire and Gubbins (2010), Eraut's work echoed strongly with the work carried out for this study. This can be considered as an indication that informal learning was emerging in academic literature as a mechanism to develop professionally. Up until a few years before this work the majority of research focused on formal processes under the heading of Continuing Professional Development.

6.4 CONCLUSION OF THE THIRD ITERATION

In this iteration the analysis of data on professional development could be completed successfully, leading to the theory presented in chapter 7. The findings presented in the following chapter were a direct consequence of the analysis in this iteration and as such could be regarded as an extension of this section. However to provide clarity for the reader and to illustrate that the findings presented in chapter 7 draw on all three iterations they have been presented independently.

7 FOUNDATION OF THE THEORY

The table on the following page illustrates the progression of thinking throughout the iterations. During the first iteration, which had a broad character, many emergent categories were essentially the most occurring codes. The amount of data at this stage did not permit deep analysis although it did reveal a few interesting aspects for further analysis. In particular the realisation that there was an overlap in how actors approached both CPD and social media was significant.

During the second iteration a degree of synthesis was explicitly sought in the categories and a number of significant key-categories emerged to aid interpretation of the data – phases and stages in careers, communities and social media attitudes. This iteration also saw the realisation that it was possible to describe different personalities based on some of the findings, leading to the 10-S Typification as presented in 7.1.

The third iteration specifically aimed to narrow the scope and synthesising the key-categories to provide clarity of the material available. It resulted in the discovery of the two constituent categories that led to the definition of the grounded theory, professional awareness and professional preparedness.

1 st iteration	2 nd iteration	3 rd iteration	
Facebook	Facebook	Social media applications	PROFESSIONAL AWARENESS
Twitter	Twitter	-Facebook	
Mailing-lists	Mailing-lists	-Twitter	
Other social media	Other social media	-Blogs	
Library policy on social media	Library policy on social media	-LinkedIn	
“What they had for lunch” discourse	“What they had for lunch” discourse	-Mailing-lists	
Aggregators	Social media attitudes	Environmental factors:	
Colleagues in other libraries	Communities	-Personal perception of social media	
Colleagues		-Reputation of social media	
Students/Faculties/Customer Service	Students/Faculty/Customer Service	-Social media as part of the role	
Professional associations	Community – professional bodies	-Occupational community	
Organisational policy regarding CPD	Organisational policy regarding CPD	-Library policy on social media	PROFESSIONAL PREPAREDNESS
“Discourse on staff-training”	HR/management	Organisational policy regarding CPD	
Career	Early careers versus experienced	Motivation	
Isolated role/Specialist role	Phases and stages in careers		
Vocational calling	Motivation		
	Self-driven participation		

FIGURE 31 PROGRESSION OF KEY-CATEGORIES THROUGH THE ITERATIONS

During the third iterative period the most significant realisation was that both CPD and social media should not be considered the leading categories. A glimpse into the reasoning for this was provided early in the first iteration, “the discovery of the professionalism factor”. A simple typification of users was created and captured in the following two figures, the first of which shows a typification of social media users, the second incorporates CPD:

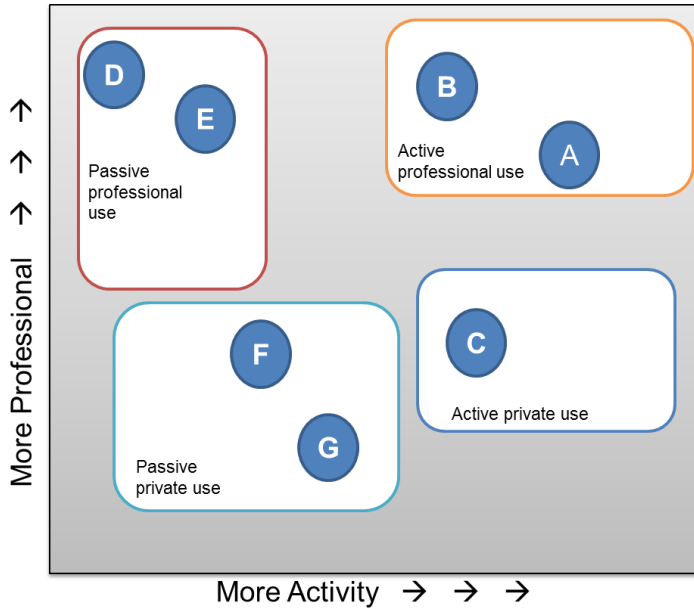


FIGURE 32 ORIGINAL TYPIFICATION OF SOCIAL MEDIA USERS (2)

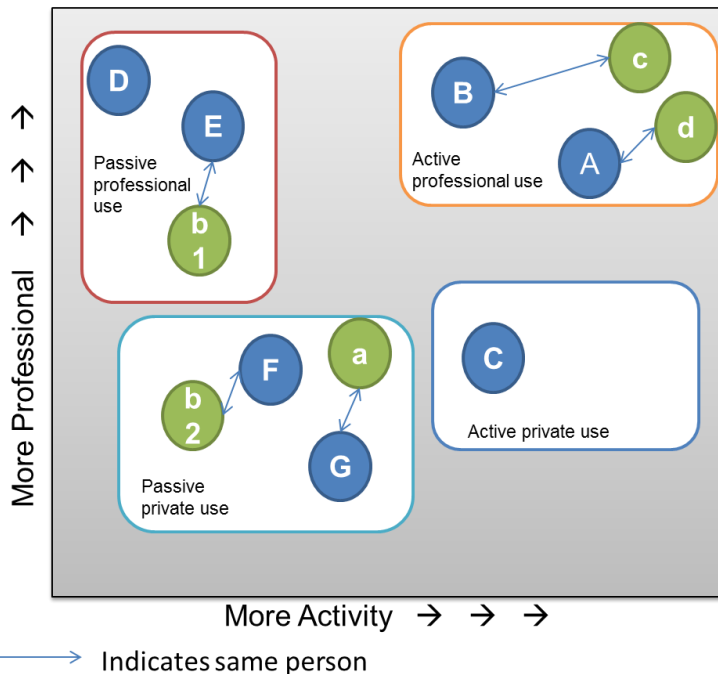


FIGURE 33 MODEL DEPICTING STANCE TOWARDS CPD IN RELATION TO TYPIFICATION OF SOCIAL MEDIA USERS (2)

The expression ‘more professional’ was deemed problematic immediately and deserved further analysis. What this axis represented initially was the use of social media in a

professional context. A number of actors were found to use social media but purely in a private sphere. During the second case-study it became clear that there was a link between the activity on social media and participation in formal CPD. Similarly the axis labelled 'Activity' demonstrated a link, indicating that there was an underlying "current" connecting these phenomena. The figures above were based on numerous expressions of actors on the way they used social media and how they perceived its use, in a similar manner data on formal CPD was used to add to this model. During the second iteration this model was not expanded upon, however during the third iteration this model rose to prominence in the analysis again.

It was not possible to simply replace some key-words on the figures above and end up with a model of professionalism, rather, these models should be seen as instrumental in understanding the deeper analysis.

The interviews provided an insight into the change that a librarian is subject to. Over the last twenty to thirty years these changes more often than not arrived in the shape of digital tools. Two of the longer serving actors (3.1 and 1.6) specifically documented some of these changes during their career, from card-systems to cloud services, from CD-ROMs to online databases.

Initially this sort of code was ignored, it was not strong enough in the data to be considered significant and a degree of 'acceptance' during interpretation meant it was not deemed that important. During the later stages of analysis this altered, professional development after all is about preparing the individual to be able to undertake the job effectively.

During the third iteration this insight became stronger, the following excerpt from a memo discusses a number of interesting connections:

Excerpt from research memo on awareness and preparedness (18/04/2013)

- *Example one:* One recent occurrence that was brought up by two actors in the third iterations (3.5 and 3.2) was the introduction of self-service for library users. This operational change had a significant impact on the way academic librarians now operate; amongst other things it led to the combination of the service desk and enquiry desk, this in turn led to fewer face-to-face enquiries for the academic librarians, yet one of the actors pointed out that this was not necessarily equal to a reduction in work-load, rather the opposite, it meant that they had to go out to engage with their 'target-group' more frequently and sell the quality and strength of their services in a different manner. This demonstrated a distinct preparedness to adapt to a changing environment.

- *Example two:* In this case awareness of awareness, several actors recognised the suggestion (1.3, 1.5, 2.2, 2.3, and 3.5) that perhaps the use of professional literature had been replaced by the mailing-lists, blogs and other social media. It appeared that the locus of information encountering has truly shifted to the digital space. One actor (3.1) indicated that this was perhaps to do with the immediacy – it was a lot easier to stay in touch with what was going on now than having to read it in a journal or professional publication.
- *Example three:* The change in information behaviour had also led to problems, information overload was brought up several times – this highlighted a level of professional preparedness however as some actors indicated the ways in which they explicitly managed their information, be it through aggregated lists on Twitter or through strict e-mail policies etcetera.

At this stage awareness and preparedness were not yet seen as key-categories, it was the realisation that this material could link to the positional map in Figure 28 that triggered the discovery of the grounded theory.

The key-element in this discovery was the idea that awareness and preparedness could be linked directly to the elusive idea of professionalism.

This position was naturally built up during the course of all three iterations – it became evident that a number of actors aimed to use social media in a professional, thorough manner. It was often indicated that ‘social media help to stay in touch with the field’. Similarly those actors that frequently attended formal CPD events indicated that this was a great way of maintaining awareness of the profession.

The issue of professional preparedness however can be considered highly tacit and elusive. In this case professional preparedness linked to a number of underlying factors from the analysis. The concept was first triggered through the ‘active’ axis in figures 27 and 28. Often actors would indicate that they use social media, but they do not like posting to them, whether these are mailing lists, Twitter or any other. Other actors indicated not to be willing to go to external events like conferences, expressing their dislike of such events. This led to some confusion in the analysis, if they were not prepared to go to such events or to engage with the profession through social media, why were they still showing characteristics of professional awareness? Eventually it became clear that in fact what was represented as “activity” was part of

professional awareness and what was represented as “more professional” was in fact professional preparedness. To get to this realisation the initial idea of the positional map had to be abolished; by focussing too much on social media and CPD a number of other factors were not taken into account – it was these factors that only emerged during later analysis and re-visitation of the earlier iterations with this knowledge, that shaped the concept of professional awareness and preparedness.

Initially the model was used to demonstrate a variation between the private use of social media and the professional use of social media. When it turned out that there was a link between attendance of external events and active use of social media the case seemed to be settled. In fact this axis did not indicate more professionalism; it indicated a level of professional preparedness: Preparedness to grow with the job, to engage with the changes occurring within the profession and to learn.

As can be seen in figure 26 and the category descriptions in 4.4 – the other categories relate strongly to professional awareness and preparedness.

Out of these categories a number of key-indicators or factors were extracted:

- Awareness factors
 - Personal perception of social media
 - Reputation of social media
 - Social media as part of role
 - Level of projection
 - Discerning reader
 - Social resource
 - News source
- Preparedness factors
 - Desire to develop
 - Nature of role
 - Home/work balance
 - Incentive to develop
 - Engagement with profession

A number of these factors were derived from the second iteration “social media attitudes” category; level of projection, discerning reader, social resource, news source. The preparedness factors largely arose from the second and third iteration categories of “motivation”, “early careers versus experienced” and “phases and stages in careers”.

The following definitions were established to describe professional awareness and preparedness:

Professional awareness is defined as: *“Professional awareness is the sum of the level of interaction one has with the profession and the resulting understanding of that profession.”*

Professional preparedness is defined as: *“Professional preparedness is the willingness to critically engage with the profession”.*

The abstract positional map on the following page demonstrates the 17 interviewed actors placed on both scales – note that this merely serves as illustration to reinforce the explanation of this concept:

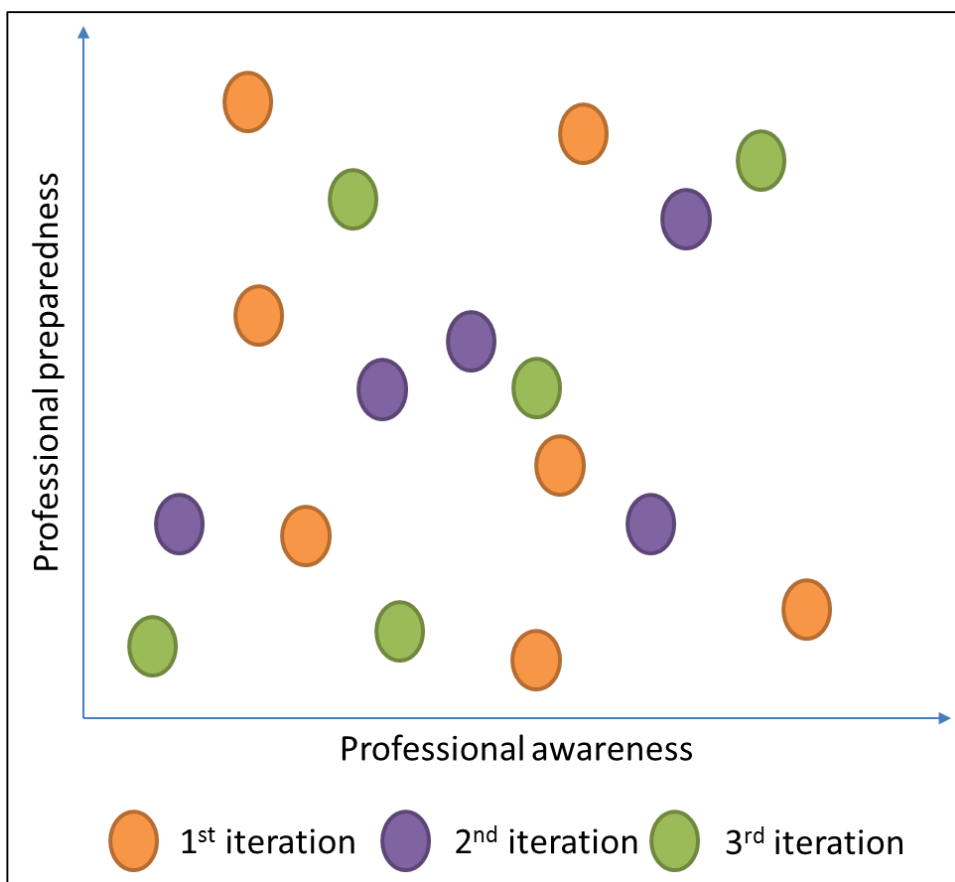


FIGURE 34 POSITIONAL MAP INDICATING PROFESSIONAL AWARENESS AND PREPAREDNESS AMONG ACTORS IN THE THREE ITERATIONS

The middle of the map represents the norm, these actors are generally those that are settled in their career but remain interested in engaging with the profession.

The top right quadrant represents those that are very active professionally, they actively use social media to engage with the profession, attend and organise training events and are generally highly aware of the latest events in the profession. Those in the top left quadrant tend to represent the experienced professionals with a managerial role. They are not

necessarily aware of requirements on the work-floor, due to their spread of interest, but have got a good understanding of what is needed to develop professionally and do not shirk away from acknowledging that they do not know something.

The bottom right quadrant represents those that are in the searching career phase. They are keen to better understand their own role and as such, and due to the fact that they often qualified recently, are highly aware of developments, they are mostly aiming to get chartered but are lacking the experience, confidence and network to properly engage with the profession.

The bottom left quadrant represents the actors that have a fleeting interest in professional matters. This is usually due to the nature of their role, all four actors had a role that could be described as “customer service assistant” and no real interest in progressing as it suited their needs at the time.

To further demonstrate the manner in which this scale works a model was developed describing fictional characters based on the factors above, the 10-S Typification which is described in the following section.

7.1 THE GROUNDED THEORY

The discovery of professional awareness and preparedness formed a big part of answering the primary research aim:

To investigate social media use in the context of the continuing professional development (CPD) process of academic librarians, with a view to developing a grounded theory.

On their own however they are still two separate theories, although closely related. As such, to arrive at a grounded theory they had to be placed in a context. One important aspect that bound the two categories together was that of professional development, both awareness and preparedness play a part in the development of the professional. As Figure 25 (Page 114) demonstrated, the categories of CPD and social media might not be the core-categories. But this figure and the related memo also introduced ideas that would form an essential part in the discovery of the grounded theory. The figure showed two arrows between CPD and social media: Learning and Understanding.

These ideas formed a theme in following memos, starting well before the discovery of professional awareness and preparedness, gradually building up the following figure:

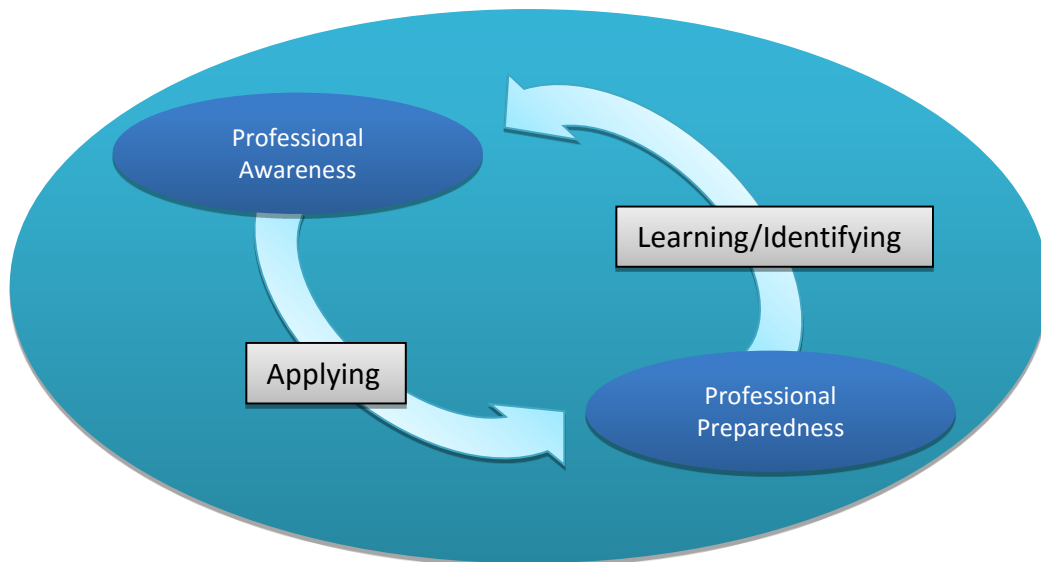


FIGURE 35 RELATION BETWEEN LEARNING AND PROFESSIONAL AWARENESS AND PREPAREDNESS

This figure is based on the well-known theory of double loop learning (Argyris and Schön 1974). At its most basic that theory described the process of reflecting upon practice and using this reflection to learn effectively and appropriately as opposed to single loop learning where one simply aims to memorise practice by continuously repeating it. The figure above described how, through professional preparedness, an individual identifies an area of learning (this could be described as reflecting) and utilises their professional awareness to find the solution which in turn is applied to the practice. This understanding led to the development of the grounded theory.

The grounded theory is:

“Continuing Professional Adaptation is learning that occurs as a consequence of professional awareness and preparedness through the use of informal networks.”

The grounded theory can be captured in the expression: Continuous Professional Adaptation (CPA). This refers to those aspects of the professional role that demand continuous attention to ensure one stays professionally relevant.

Continuous Professional Adaptation highlights that professional development has a continuous character rather than a continuing character. The semantic nuance might appear small, however, continuous can be construed as being non-stop whereas continuing could be considered as a stop-start process. This is in line with the data and the formality aspect of CPD. The inclusion of Adaptation in the expression stresses the fact that academic library staff are prone to adapting to the situation and will do so continuously.

The difficulty with professional awareness, professional preparedness and studying mechanisms for work-based learning was evident from a question in the interviews where the actors were asked to provide a specific example where one had learned from social media. Often the actors struggled, they knew they had picked up things through various sources, whether these were blogs, mailing-lists or Twitter feeds, but they were not necessarily aware of the impact of these findings. It therefore makes sense to raise awareness of the informal aspects of work-based learning and Continuous Professional Adaptation can be seen as a vehicle for this message.

For academic librarians in particular CPA translates to an awareness of certain professional tools, professional interests and general curiosity about their fields of expertise and a preparedness to utilise whatever tools available to increase awareness and professional standing.

8 POSITIONING THE THEORY

To understand where the theory fits into academic work on this topic it is deemed relevant to position it based on the initial research aim and consequent questions.

This research aimed **to investigate social media use in the context of the continuing professional development (CPD) process of academic librarians, with a view to developing a grounded theory.**

As discussed in 1.3 “why this research topic?”, the intersection of CPD and social media was of particular interest. The following ideas were paramount to shaping the format in which the research took place.

To create an appropriate situational analysis it was felt that it was important to provide an overview of the use of social media in professional circumstances. Primarily:

- To acquire the underlying ideas from selected actors about social media.
- To analyse this data with a view to better understand weak-tie connections in an occupational community.
- To analyse this data with a view to better understand perceptions of social media.

It was felt that it was important to provide an overview of CPD that academic library staff participate in and gain understanding of the way it impacted their professional development. Primarily:

- To acquire the underlying ideas from selected actors about CPD.
- To describe a number of organisational CPD policies.
- To gain understanding of the motivation of employees in academic libraries regarding CPD.

It was felt that it was important to understand how academic librarians utilise social media both privately and professionally. Primarily:

- By understanding how academic librarians currently use or not use social media in their current work processes.
- To establish whether there is synergy between the use of social media and professional development in academic libraries.
- To provide a theoretical framework which could aid professional development through social media

This chapter seeks to answer the outcomes of these initial questions, where relevant this is related to the literature and how they aided the development of the grounded theory as described in 7.2. The theory was discussed with representatives of CILIP and the Society of College, National and University Libraries (SCONUL) for validation purposes. The outcome of these discussions is presented in 8.4

8.1 THE USE OF SOCIAL MEDIA IN PROFESSIONAL CIRCUMSTANCES

It was felt that it was important to provide an overview of the use of social media in professional circumstances. Primarily:

- To acquire an understanding of the use of social media by selected actors.
- To analyse this data with a view to better understand weak-tie connections in an occupational community.
- To analyse this data with a view to better understand perceptions of social media.

In the literature review social media has been defined, adapting the original definition of Kaplan and Haenlein (2010), as being:

Social Media is a group of internet-based applications that allow the creation and exchange of User Generated Content and encourage the formation of informal virtual networks.

To acquire an understanding of the use of social media by selected actors

The broad definition of social media developed for this study allowed for the inclusion of mailing-lists which resulted in a high usage rate of social media amongst the actors; Flynn (2005) conducted a questionnaire based study into the use of mailing-lists by academic librarians as an explicit means to better utilise weak-tie networks. Although he found that many replied they did use mailing-lists to find assistance from peers, the frequency of use was low. Findings from this research suggest that this is correct and that same could be said for other social media. Charnigo and Barnett-Ellis (2013) reveal that little research has been conducted on the impact of Facebook on academic libraries in contrast to research of the use of Facebook IN libraries by students and staff (Chu & Meulemans 2008). Charnigo and Barnett-Ellis concluded that many consider Facebook not professional, this also aligns with the findings in this study. There are numerous explorations of the use of social media in academic libraries (for example Dickson and Holley 2010 and Bodnar and Joshi 2011) but rarely do these go beyond the “social media as a service for customers” aspect, rather than social media as a means to aid academic libraries.

As demonstrated in chapters 4 and 5, the data from the interviews revealed that all actors had clear ideas about social media use, particularly their own, and were able to provide insight into

their underlying ideas, resulting in category descriptions for Facebook, Twitter, mailing-lists, LinkedIn, aggregators resulting in the ability to identify how social media was used by the interviewed actors, as described in 4.3.1.3 and leading to the theory of professional awareness in particular.

The 10-S Typification (Chapter 9) displays a variety of interpretations of the way social media is perceived and how this relates to the way actors could use social media.

To analyse this data with a view to better understand weak-tie connections in an occupational community

Occupational communities, defined in 2.3.3.1 as “A community that merely exists because the binding factor is the profession that they share is considered an occupational community” (Van Maanen and Barley 1984) augmented with “where 1) the self-image of individuals is based on occupational role, 2) participants share values, norms and perspectives and 3) there is an overlap between work and social relationships” (Cox, 2008 : 328) and weak-tie connections within these communities, proved to be difficult to demonstrate.

The weakness of the outcome of the social media snapshot (3.6.2) meant that this anticipated assumption did not manifest in the expected manner. The data from the interviews did not contain strong direct markers in aiding a greater understanding of this objective either. However, the interpretation of Cox (2008) with regards to occupational communities provided different angles for analysis that enabled the anticipated outcome.

Many codes were attributed to both “private use” and “professional use” which enabled the analysis of the categories related to the first objective in the light of its specific use in relation to the occupational community. It demonstrated that there was indeed an overlap between work and social relationships in the case of several authors and was one of the factors that led to the development of one of the earliest models in this study, the positional map: The discovery of the professional factor (4.3.1.3). Rather than focussing on the overlap between work and social relationships, this study contrasted the actors based on the lack of this overlap or the existence of this overlap. This in part resulted in the discovery of the “discerning reader” and the other factors discussed in 5.2.3, engagement with social media. Another element that relates strongly to this is that of the “engagement with the profession” which is one of the contributing factors to the 10-S typification (Chapter 9) and discusses how a user perceives the profession and engages with the profession either through social media or, for example, through membership of a professional association.

These findings appear to be unique, no literature was found to strengthen or challenge the role of discerning reading, the contrast in use of social media as a news or social tool or indeed on the use of social media to achieve most out of the weak-tie network in a professional context. Although Flynn (2005) did seek to investigate this role in relation to mailing-lists the findings were inconclusive, indicating that most respondents only sporadically used mailing-lists in such a manner. This suggest that there is a level of unawareness about the potential of social media as an enabler of weak-tie networks or indeed that of instant access to an occupational community.

To analyse this data with a view to better understand perceptions of social media

This objective was successfully met and a good understanding of the perceptions of the actors with regards to social media became an important category in the third iteration.

In 2011 Kietzmann et al. developed a method to describe social media using seven building blocks, they labelled this the honeycomb model of social media.

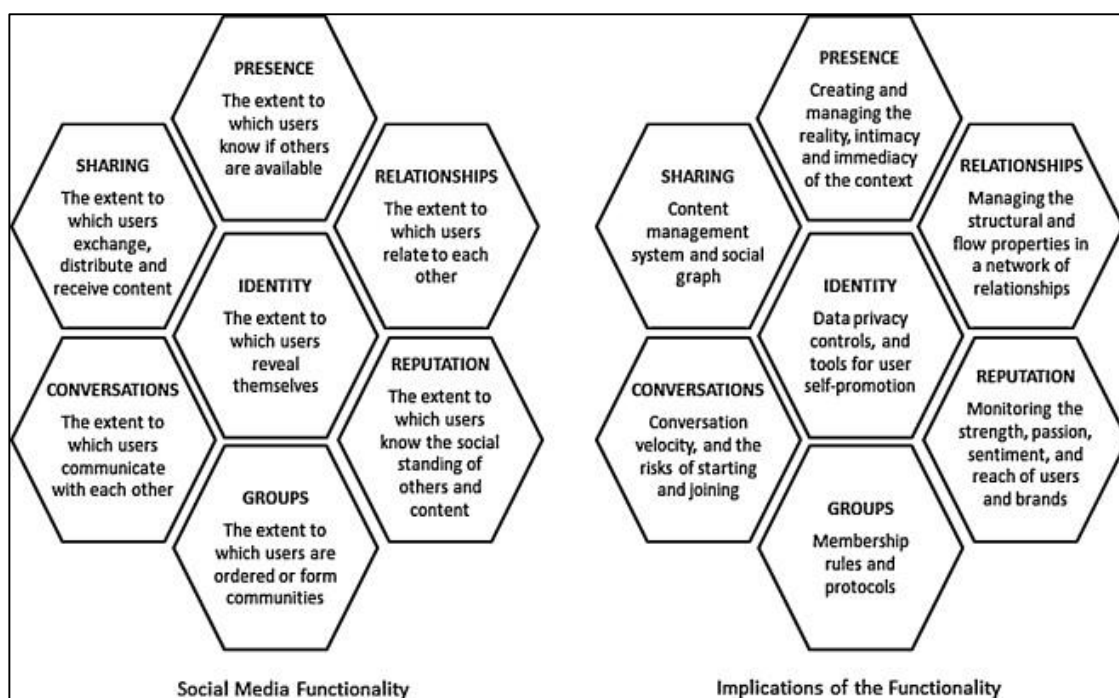


FIGURE 33 HONEYCOMB MODEL OF SOCIAL MEDIA (KIETZMANN ET AL., 2011 : 243)

What this model does, rather elegantly, is provide a means to classify various social media. The elements in the honeycomb describe social media from an interesting perspective, and add a layer that is not present in the more technology focussed model of Bebenssee that can be found in 2.5.1 (Bebensee 2010). The honeycomb model actually focusses on the users in terminology that goes beyond the generally used terminology of Web 2.0 and other technical aspects which is an advantage over the definition of Kaplan and Haenlein (2010).

The honeycomb-model provides a means to discuss social media from the perspective of the users. It discusses presence, relationships, reputation, groups, conversations, sharing and identity in the context of functionality and the implications of that functionality.

Many of these functions and implications were more or less present in this research. The factors related to the 10-S typification, for example the factor of “reputation of social media” this in particular matched well with a function of Kietzmann et al., who described reputation as the extent to which users know the social standing of others and content, which matched the interpretation of this aspect in the analysis exactly.

As mentioned before, the function of relationships was discussed by Kietzmann et al., as the extent to which users relate to each other. This matched with the factor “engagement with the profession” although this factor was interpreted more broadly in this study and included engagement not limited to social media.

A more difficult factor discussed in relation to the 10-S typification was that of projection. This would logically overlap with Kietzmann’s function of presence, except that they described presence as “the extent to which users know if others are available” and the implication of that “the creation and management of the reality, intimacy and immediacy of the context.” In actual fact projection related more strongly to the function of identity which was described as “the extent to which users reveal themselves” with the implications mentioning “tools for self-promotion”.

There was no perfect overlap with Kietzmann’s model, but there are enough shared findings to suggest that there is sufficient ground to consider many findings about perceptions of social media grounded in the literature.

The most important category that developed from the analysis related to this area of investigation was that of personal perception of social media, which formed part of the environmental factors and developed from the categories “what they had for lunch” discourse and social media attitudes.

Interestingly most critiques of social media perceptions in the literature relate almost exclusively to either the marketing perspective, for example Goodman et al. 2011 who discuss how a company might be perceived by customers through its use of social media (Also Madden & Smith 2010, Hanna et al. 2011, or the technical perspective.

8.2 CPD AND THE WAY IT IMPACTS PROFESSIONAL DEVELOPMENT

It was felt that it was important to provide an overview of CPD that academic library staff participate in and gain understanding of the way it impacted their professional development.

Primarily:

- To acquire the underlying ideas from selected actors about CPD.
- To describe a number of organisational CPD policies.
- To gain understanding of the motivation of employees in academic libraries regarding CPD.
- To better understand the spectrum of adult learning and its effect on learning in the workplace

In terms of the second point, organisational CPD policies there was not enough data variance to be able to reach theoretical sufficiency. All three investigated libraries had a policy for staff development and those aspects that differed were not significant enough to be of influence on the larger picture as developed for this work. The organisational policies should primarily be seen as a largely contributing factor to the perception of CPD by the individual actors.

With regards to the spectrum of adult learning, it proved complicated to achieve an understanding of the above factors due to a disconnection in the literature with regards to CPD and the findings of the study. As described in the analysis of the third iterative period “CPD to professional development” (6.3.3) the idea of CPD as being a structured an organised approach to professional development was subject to an interpretative alteration to expand to professional development as the overarching category.

This was partially anticipated, hence the inclusion of the objective “to better understand the spectrum of adult learning and its effect on learning in the workplace.”

As such it was deemed relevant to clarify here that Continuing Professional Development does not benefit from a particularly focused academic effort in publications, in fact it is fair to state that research into the topic is scarce and as Rothwell (2004 p. 52-53) points out:

‘...it was found that there was a lot of descriptive or advisory material in publication, but little empirical research on the behavioural or attitudinal causes or consequences of CPD, or organisational factors and the links to CPD.’

This then demonstrates the place of this research in the field in that it is demonstrating the benefit of perceiving professional development with a different lens, that of Continuous Professional Adaptation. This was in line with work by Eraut (2000, 2004, 2011) as discussed in 6.3.3 CPD to professional development.

Rothwell also referred to Sadler-Smith and Badger (2000:74) who described the CPD research agenda as 'impoverished'.

Since 2004 there had been little improvement in this situation, although there had been empirical research on the topic it remains scattered and frequently bound to the specific contexts of certain professions, as pointed out in the literature review (3.2.2).

As discussed in 3.2.3 (CPD in the context of librarians) the definition of CPD adopted by CILIP was used as the primary definition for this study (Cilip 2012):

"CPD is the planned and systematic updating of professional knowledge and improvement of personal competence throughout the individuals life"

From this 'definition' without an academic source or reference, it became clear that there was a semantic or vernacular problem with regarding CPD as both informal and formal (planned and systematic) professional development – even if the actors regard CPD as both. The outside world, in particular those providing training and chartering would generally consider CPD to be the formal element and the informal element as 'something else', yet it was unclear from the literature, aside from the work by Eraut (2011) what this 'something' could be.

Even so, several authors recently noted that an emerging paradigm shift in research on work based learning (WBL) was occurring (Tynjala, 2008, 2013; Fenwick 2013; Billett and Choy, 2013). This is based on a host of differing factors according to these authors' interpretations, but one important underlying point was that there appeared to be a number of transcended themes in fields concerned with workplace learning (Tynjala 2013, Fenwick 2013). There were numerous different perspectives to approach WBL, for example, a focus on transitions during one's career which led to the substantial field of change management, a focus on organisational learning and knowledge management and a focus on educational emphasis based on cognitive sciences and learning models.

Of these various views the one providing most significant insight regarding the individual's perspective proved to be that of transitions; it approaches change in the environment as a key-driver for learning which aligned well with the findings of this research. Fenwick (2013) identified three different themes within this view of WBL; one sees the world as being in a state of constant flux - which aligns well with the post-modern world view adopted for this study. The other themes are that of a journey or pathway, this views a career as a rather linear progression of events and ignores the complexities involved with real life; the issues with this are described in the findings of phases and stages in careers (5.3.2). Finally Fenwick described the metaphor of becoming; this too clashed with a post-modern world view as it effectively

regarded a 'unified subject becoming transformed, as though the 'subject' was an entity congealed into a single identity, rather than happening in the everyday flux of practices, discourses and symbols.' (Fenwick 2013).

Thus the theme identified by Fenwick that best fitted this research was that of the world in flux. However, Fenwick remained critical of proponents of this pathway in that they, as is common in the transitions approach, see transitions as tense and often negative experiences. The point Fenwick made here appears valid and corroborated by the research findings in 6.3.2.

It was felt important to acquire the underlying ideas from selected actors about CPD

The general consensus between actors, was that CPD should be regarded as broader than “*the planned and systematic updating of professional knowledge and improvement of personal competence throughout the individuals life*” as defined by CILIP in 2012.

It was too rare for actors to reply that CPD was limited to formal learning activities for this to be considered a definition that matched with experiences in practice. To understand this broader context it is relevant to look back at the literature review (2.2.1). CPD is an element of adult learning and should be seen as such, it is therefore relevant to discuss the concept of learning in more detail in this context. One significant contributor to the idea of experiential learning was Kolb (1984), who, based on work by Dewey (1938), Piaget (1950) and Lewin (1951), argued that learning is based on experiences. He combined the work of the three to lay down the theoretical foundation for experiential learning. He distilled the following characteristics of experiential learning:

- Learning is best conceived as a process, not in terms of outcomes
- Learning is a continuous process grounded in experience
- The process of learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world
- Learning is an holistic process of adaptation to the world
- Learning involves transactions between the person and the environment
- Learning is the process of creating knowledge

He then further distils these into a definition of learning: “*Learning is the process whereby knowledge is created through the transformation of experience.*” (Kolb 1984 : 38).

This matched with the findings from this study as demonstrated explicitly in the grounded theory itself: Continuous professional adaptation is learning that occurs as a consequence of professional awareness and preparedness through the use of informal networks. Situated in the context of the arena that was studied this translates into the key categories of professional awareness and professional preparedness.

In literature the most closely aligned field to this is that of information literacy. Bruce wrote an influential paper on Workplace experiences of information literacy. She wrote about the “seven faces of information literacy in the workplace” (Bruce, 1999 : 35).

The first face she describes was that of: “information literacy is experienced as using information technology for information awareness and communication.” (Bruce, 1999 : 36).

Although Bruce developed this research well before the rise of social media, the use of the expression information awareness and communication matches with the findings of this study. Professional awareness in the context of social media could be described as occupying a similar position as that of information literacy.

In the context of CPA the role of professional preparedness was also found to be significant, this does not appear to links with literature however. The expression appears to be used within the context of health and emergency workers in the United States but it does not carry similar connotations as to the expression used for this study.

One could argue that it is similar in nature to the broad field of change and organisational management, for example based in the area of sustainability and flexibility but perhaps more appropriate is a reference back to the work of Eraut (2004) and others in the field of competency and professional development.

It was felt important to gain understanding of the motivation of employees in academic libraries regarding CPD at the outset of this research.

In their critical overview of literature on CPD in the teaching domain, Day and Sachs (2005 : 7) identified two types of discourse within the teaching professionalism literature, illustrated by the following table:

<i>Managerial professionalism</i>	<i>Democratic professionalism</i>
System driven/ends	Profession driven/ends
External regulation	Professional regulation
Drives reform agenda	Complements and moves beyond reform agenda
Political ends	Professional development
Competitive and market driven	Collegial and profession driven
Control/compliancy	Activism

FIGURE 36 MANAGERIAL VS. DEMOCRATIC PROFESSIONALISM (2)

The contrast between managerial and democratic that Day and Sachs illustrated, is a basic conflict in professionalism as highlighted by Freidson (2001) and Abbott (1988) of bureaucratic systems versus professional systems. This relates to an important category at the foundation of the key-category motivation (6.3.2), that of self-driven participation. References to self-drive (*You have to do it yourself*) directly refer to the fact that professional development should not be a managerial task but that of the professional.

The finding that CPD, for the actors, represented more than the formal aspect of professional development forms an essential part of this objective in relation to the model by Day and Sachs (2005). In essence the formal aspect relates stronger to managerial professionalism whereas self-driven professional development relates stronger to democratic professionalism. It suggests that actors lean more towards the democratic professionalism model. This was embellished in 5.3.2, where the following was found regarding membership of professional associations (Professional regulation in the model):

“It appears that taking part in the chartership process greatly enhances the participation in formal events outside the workplace. An important (and repeated by several people) part for membership in CILIP is career progression; it is seen as a route into ‘proper librarianship’, a means to get on equal footing with those that have obtained a master’s degree in librarianship.” (5.3.2)

This would suggest that membership of, for example, CILIP positively influenced career progression and professional identity; those that join CILIP to get chartered were eager to take part in (formal) CPD with a view to progress their career. This was reflected in the career stages and phases model in the early careers and searching phases as described in 4.3.2 and 5.3.2.

Another related finding was that the organisational policy on CPD can potentially influence motivation. Particularly during the second iteration (5.3.2) the motivational issue of self-drive was again brought to the foreground, with one actor discussing their annoyance with the lack of self-drive in some of their colleagues who bemoaned the lack of opportunity. This actor made clear that with some initiative they would be able to improve their own professional development.

Schön asserted that stability is no longer feasible in a society where information overload continuously forces change, relying on a stable state is irrelevant due to continuing pressure to adapt to the environment; a line of thought that can now be seen as strongly postmodern. Schön suggested a number of factors for this loss of stability, these include increased market-pressures and technological changes; “Social and technological systems interlock. An apparently innocuous change in technology may emerge as a serious threat to an organization because it would force it to transform its theory and structure.” (Schön 1973 : 12)

It was found that information overload was an inherent factor when it came to actors “managing” social media professionally, so too was the frequent reference to librarianship being a changing profession and professional development was seen as a central part to the role. This can be seen as an affirmation of Schön’s observation that social and technological systems interlock, not only as a serious threat, as he put it, but also as a means to deal with that threat. This could be seen as the potential value of social media in the context of professional development, provided it is managed appropriately. Those actors that were motivated to use social media professionally were also those that took professional development serious as described in the discovery of the professionalism factor (4.2.3.3).

Finally, the 10-S Typification (7.1.1) provides insight in how professional awareness and preparedness factors influence one’s ability to cope with the changing environment. Higher professional awareness AND preparedness lead to a more professional individual.

8.3 TO EXPLORE METHODS IN WHICH ACADEMIC LIBRARIANS CAN UTILISE SOCIAL MEDIA TO IMPROVE THEIR DEVELOPMENT

From the outset it was deemed important to understand better how academic librarians specifically utilise social media, both privately and professionally.

- By understanding how academic librarians currently use or not use social media in their current work processes.
- To establish whether there is synergy between the use of social media and professional development in academic libraries.
- To provide a theoretical framework which could aid professional development through social media

An understanding of how academic librarians use or not use social media in their current work processes.

A quote from Castells (2001) illustrates the impact that the internet has had on our daily lives:

“The Internet is the fabric of our lives. If information technology is the present-day equivalent of electricity in the industrial era, in our age the Internet could be likened to both the electrical grid and the electric engine because of its ability to distribute the power of information throughout the entire realm of human activity.” (Castells 2001 : 1)

It can be stated that the internet has become as important as Castells announced over a decade ago and as omnipresent as Weiser (1991, 1993) announced a decade before him. This view of the internet as pervasive in ‘our lives’ belies the complexity related to the actors’ perceptions of social media. As illustrated in the description of the category: Personal perception of social media (6.2.2) it was certainly not the case that every actor embraced social media. This seemed to be related to the concept of “projection” which was discovered as a result of the category “What they had for lunch” discourse (6.2.2, 5.2.2).

It appeared that those that did not embrace social media in their current work processes had the perception that it was not purposeful, an overbearing level of personal projection was often referred to in the form of “what they had for lunch”, this also indicated that social media was frequently considered a private rather than a professional thing.

Those that did use social media professionally came in two rather distinct varieties – those that used it active privately and those that used it active professionally (4.4.2). At first this might appear contradictory, but what it illustrated was that the first group was happy to mix work and private life and did not see an issue with doing so, whereas the second group had considered how to use social media professionally and under which circumstances.

The underlying factors that emerged in the literature were that of the quality of the message and privacy concerns. Keen wrote a polemic monograph, *Cult of the amateur* (2007), which explained the concept of digital Darwinism: The survival of the loudest and most opinionated. He warned that the result of this would be that the quality of the message would erode.

One aspect Keen did not take into account was that of professional values. What the active professional use group in this research illustrated was that they had (implicitly) considered the value of their use of social media, they had sought strategies to optimise results from this use by carefully managing their social media applications and usage as illustrated in the various descriptions of social media applications throughout the three iterations (4.3.2, 5.2.2, 6.2.2).

This did not negate the fact that those against the use of social media shared Keen's opinion, and frequently provided it as the reason they did not like social media, they were put off by the "loudness" of imperious private messages that were found interspersed between professionally useful messages. To counter this the active professional use group were found to highly manage their sources and reputation of social media (5.2.2) played an important part in their decision process.

Qualman (2011) described the "*privacy tolerance*", adding that although everybody might have a different level of tolerance, "*Most of us still have a yearning to understand what other people are doing.*" (Qualman, 2011 : 6)

This privacy tolerance could be described as low for the active private use group, who often made comments suggesting they had a high level of projection and curiosity regarding what other people were doing.

On the other hand one could argue that the privacy tolerance could be described as high for the passive use groups (both professionally and privately), contributing to the reasons for *not using* social media.

Thus for an understanding of how academic librarians do *use* social media professionally the active use groups were most interesting. They could be divided in two distinct groups, those that actively managed their use of social media and those that did not.

From the onset of the research it was felt important to establish whether there was synergy between the use of social media and professional development in academic libraries.

The initial category of aggregators (4.3.2) was a direct outcome of questions related to this aspect – aggregators are other professionals or professional services, that aggregate news derived from various sources and disseminate this via social media sources. One anticipated

outcome proved far more elusive however, that of occupational communities (as discussed in 5.1.2).

An anticipated outcome of this would have been that Facebook and Twitter were used as sources of inspiration for the actors. What the actual outcome was, was that mailing-lists were the binding factor with the profession for most of the actors, Facebook was not a source for professional connections at all and Twitter was only used professionally by a small number of actors. It was therefore very difficult to demonstrate synergy between the use of social media and professional development. Although the actors that could be categorised as active professional users of social media (4.3.3) were able to provide examples of synergy.

The model of Bebensee (2010, discussed in 2.5) of social media discussed socially-oriented principles as part of social media. The principles he discussed were part of an ideal, but as established in this study, not all users subscribe to that ideal. Where Bebensee discussed “Unbounded collaboration” he used the perspective that social media provided positive opportunities to work collaboratively. One considerable obstacle was not considered: That the perception of social media would limit the number of people that would collaborate.

This is a recurrent theme in studies on the use of Facebook in academic libraries. For example in Chu & Meulensteen (2008) and Charnigo & Barnett-Ellis (2013), where Facebook is described as a nuisance factor that disrupts the work of students in the library, this indicates a conflicting perspective that appears recurrent in the literature, there is a group of researchers that are focussed on investigating social media within a particular context, these studies tend to ignore the “human factor” and non-users and instead focus on the potential benefits.

It was felt important to establish whether there is synergy between the use of social media and professional development in academic libraries.

Keen (2007) is a provocative advocate against social media. He fears that society is facing the law of digital Darwinism, the survival of the loudest and most opinionated – trampling the quality of professional journalistic publications. The book was clearly written to provoke a discussion and certainly succeeded to ripple the “hype” surrounding Web 2.0 at the time of publication.

Keen offered the bleak view of a world that is cultureless – driven by amateurs that have superseded the professionals he reveres. He stated that the music industry was dying;

exemplified by the closure of his favourite record store (BBC 2011 b)⁴. He feared that traditional newspapers would be pushed out of the market by blogs:

'If we keep up this pace, there will be over five hundred million blogs by 2010, collectively corrupting and confusing popular opinion about everything from politics, to commerce, to arts and culture' (Keen 2007 : 3).

In 2010 there were 'only' one hundred and fifty million blogs (blogpulse.com 2011)⁵, and the majority of those consisted of dormant, static blogs that were hardly ever read. Instead newspapers have launched successful web-editions that garner new income from on-line advertisements and the sale of magazines continues to go from strength to strength in the UK (PPA 2011)⁶.

From Keen's perspective it could be argued that it is nearly impossible to provide a sensible means of professional development through social media. This was found to be an important aspect of the "personal perceptions of social media" category as described in 7.2.2. If the quality of the message is not suitable than the actors would be put off by the idea of using social media in any sort of professional capacity. However, as demonstrated in 5.2.3, not all actors interacted with social media in this manner. In fact, it could be argued that some actors had put a lot of thought and due care and attention into how they interacted with social media and saw it as a positive and professional tool to help them in their daily work-practices. This illustrates that there is a potential synergy between the use of social media and professional development.

It was felt important to provide a theoretical framework which could aid professional development through social media.

The outcome of the study, the grounded theory, provides a theoretical framework describing social media as a means to aid professional development. The 10-S Typification (7.1.1) could be developed into a practical framework to assess the way one utilises social media with the aim of maintaining good levels of professional awareness and preparedness.

⁴ A point pressed home when HMV announced the closure of stores in the UK <http://www.bbc.co.uk/news/business-12117510>

⁵ <http://www.blogpulse.com> (Site since has closed)

⁶ According to the Professional Publishers Association: <http://www.ppa.co.uk/press-and-media/press-releases/2011/february/abc-results-show-continued-growth-in-demand-for-magazines/>

9 PRACTICAL APPLICATION: THE 10-S TYPIFICATION

One outcome of the analysis was the idea that the factors developed in relation to perception and use of social media in the context of professional development could be used to provide a practical application of the study. This is inspired by work from Belbin (1981, 1996, 2000) in particular who developed a toolkit to identify personas in a team. One strand of analysis that led to identifying most of these categories was based on seeking parallels with Bloom's taxonomy of learning (Anderson and Kratwohl, 2001; Bloom, 1956) which led to a memo that sought to find factors that influenced the use of social media in the workplace (Initially as a tool to learn).

The use of the expression typification, as opposed to for example personas or stereotypes, is a personal preference based on Belbin's use of types and roles. As far as the researcher is aware no other frameworks exist to describe professional use of social media.

The following categories were selected as being relevant to test personal perception and use of social media. They link strongly to the data collected for this research and are directly related to the concepts of professional awareness and preparedness as demonstrated in the table below:

Professional awareness
- Personal perception of social media
- Reputation of social media
- Social media as part of role
- Level of projection
- Discerning reader
- Social resource
- News source
Professional preparedness
- Desire to develop
- Nature of role
- Home/work balance
- Incentive to develop
- Engagement with profession

FIGURE 37 AN OVERVIEW OF FACTORS RELATED TO INDIVIDUAL PERCEPTION AND USE OF SOCIAL MEDIA

Under the umbrella of professional awareness one will find factors that could be attributed to personal perception specifically applied to social media. The leading factor is that of personal perception of social media. This designates how an individual is inclined to use social media, for example if they regard it as a purely private tool to communicate with friends and family they are less likely to use social media in their professional role. The reputation of social media dictates which social media might be used for what. For example, if someone describes Facebook as an application to 'be nosy' and sees it as a purely private affair they are more likely to befriend colleagues but also to utilise it purely as a private application rather than a professional application. Following on from these two factors is the concept of social media as part of role. Some actors will be more keen on using social media professionally because they see it as an important aspect of their role, for example to communicate with customers.

The other four factors relate more strongly to information literacy, level of projection addresses how one communicates through social media (if at all) and how aware one is of the potential impact of their communication. Discerning reader relates to how effective they are in applying information literacy rules to the abundance of information available and finally it was found relevant whether actors primarily saw social media as a social and as a news resource. Highly active users of social media tend to see it as both whereas more passive users of social media lean more to seeing it as a news resource.

All the factors under professional preparedness are related to how effective one's self-drive is to improve and to engage with the profession.

To amalgamate all the various findings a typification was developed that showed how these factors impact in a practical sense. The S-user typification stereotypes a number of different 'characters' to illustrate how the factors discussed in the first three iterations relate to each other. It frequently draws on 4.2.3.3 to characterise the manner in which someone uses social media and engages with CPD. This typification serves as an illustration rather than a guide. In the recommendations, chapter 6, this typification will be used to provide recommendations for practitioners.

It is important to stress that the following characters are not based on real people – although the actors who were interviewed did provide inspiration to develop this typification.

The following characters have been developed:

- Safe-Hands
- Sanguine
- Self-centred
- Senior
- Socialiser
- Soul-searcher
- Starter
- Stoic
- Strategist
- Supporter

The typification that follows is in alphabetical order, each of categories have been scored on a scale of applicability. A - - denotes that a factor is considered very negative or very inapplicable, - denotes is negative or inapplicable, = denotes that a factor is considered irrelevant or balanced, + indicates a positive or applicable factor and ++ denotes a highly applicable factor. For each score a brief explanation is given.

Safe-hands

The expression covers perfectly what this type is about, a pair of safe hands. If management need to get something done reliably than this person will ensure it gets done. There is no need to contact them for creative solutions however and although not always keen on change, they do demonstrate solid professional preparedness. In terms of awareness they can be lacking at times, they've never seen social media as a tool to enhance their professional experience and rather rely on printed media from the association they have been a member of since they qualified.

Professional awareness	=	Average awareness
- Personal perception of social media	=	Not really keen on exploring social media
- Reputation of social media	++	If they do use social media, they will find reputation important
- Social media as part of role	=	Only if told it is part of their role
- Level of projection	-	Could be described as timid
- Discerning reader	+	Able to judge what they read appropriately
- Social resource	-	Not overly keen on social media for this
- News source	=	If guided appropriately
Professional preparedness	+	Happy to comply
- Desire to develop	=	Will develop if required
- Nature of role	-	Happy in role and does not seek career progression
- Home/work balance	+	Sees work as an important part of life, but will not let it get out of hand
- Incentive to develop	+	Understands that the profession is changing
- Engagement with profession	+	Will happily engage with profession but there are limits

Sanguine

Those of a sanguine inclination can be described as cheerfully optimistic. They lead a happy life viewed through rose coloured spectacles, to them everything is wonderful and they are happy to engage with whatever comes their way. They demonstrate some professional preparedness and take part in many events. They can be found on social media, although if they are, they tend to view it purely through a social lens.

Unfortunately their naivety leads to a lack of professional awareness. They see everybody as nice, welcoming and happy but fail to see that this view could cost them professionally, nor that everything they are being told is not necessarily true.

Professional awareness	-	Poor awareness
- Personal perception of social media	=	Not fussed about social media, but will happily give it a go
- Reputation of social media	--	Reputation is irrelevant
- Social media as part of role	=	Not necessarily part of their role
- Level of projection	+	Their open nature leads to projection
- Discerning reader	-	Non-critical reader
- Social resource	++	Loves the social aspect of social media when they discover it
- News source	--	Lacks awareness and thus misses important stories
Professional preparedness	+	Some professional preparedness
- Desire to develop	++	Loves to develop but needs guidance
- Nature of role	-	Role does not necessarily require further development
- Home/work balance	+	Sees work as important part of life, but relates more to the social aspect than the actual work
- Incentive to develop	--	Unaware of need to develop, believes role is fine
- Engagement with profession	+	Will happily engage with profession but mainly for social aspect

Self-centred

The self-centred type is firmly in the active private use group when it comes to social media. Their engagement with social media is triggered by a narcissistic inclination that will guide them to promote their own views to a narrow audience of friends and family. They are dismissed by more professional active users on the grounds that they do not want to hear “what someone had for lunch that morning”. The self-centred type squarely sees social media as a social resource. In terms of attending events for CPD they are inclined to find it a bit of a nuisance as it interferes with their private life. They are however interested in the social network that comes with attending such events, but hampered by their self-view they fail to capitalise on this network. They generally have middling professional awareness but are not too prepared to change things if it involves the structures they like and use to fuel their narcissism.

Professional awareness	+	Is generally aware of developments related to role
- Personal perception of social media	++	Loves social media for private use
- Reputation of social media	--	Reputation is irrelevant
- Social media as part of role	-	Does not mix work and private
- Level of projection	++	They are always projecting themselves, but rarely limited to family and friends
- Discerning reader	-	Non-critical reader
- Social resource	++	Loves the social aspect of social media
- News source	+	At times encounters news and will give own opinion on them.
Professional preparedness	-	Is not motivated appropriately
- Desire to develop	--	Sees no need to develop
- Nature of role	-	Role does not necessarily require further development
- Home/work balance	--	Work is a necessary evil.
- Incentive to develop	=	Will develop if in own interest
- Engagement with profession	+	Will engage with profession but primarily for social aspect

Senior

The senior is typified by a self-image that suggests social media is something for young people. They originate in the passive professional use type, as they are acutely aware of social media and probably know more about it than they will lead others to believe, yet do not use it actively. The most elevated view they will take of social media is through a media-lens. They are more aware of what is happening on various social media than they will let on. In terms of development they lack motivation due to being very settled or stagnant in their role, they will naturally gravitate towards the formal side of things, at times even on par with the Supporter (page 147), but will draw the line at using social media to support (younger) colleagues.

Professional awareness	++	Is generally very aware of developments
- Personal perception of social media	-	Not keen on using social media
- Reputation of social media	+	Hampered by 'bad reputation' of social media
- Social media as part of role	-	Does not mix work and private
- Level of projection	--	Sees no need at all to force their opinion
- Discerning reader	++	Highly critical reader
- Social resource	--	Regards social aspect of social media a detraction
- News source	++	Actively uses social media to stay up-to-date
Professional preparedness	=	Not motivated but will help where needed
- Desire to develop	-	Settled in career and not too keen on new developments
- Nature of role	-	Role does not necessarily require further development
- Home/work balance	=	Takes a very balanced view
- Incentive to develop	=	Will develop if required, but does not always see need
- Engagement with profession	++	Strong advocate of the profession

Socialiser

The socialiser originates in the 'active private use' type. The socialiser is keen on surrounding themselves with friends and enjoys working on social relations. Due to low professional awareness they do not necessarily recognise opportunities in their professional environment however and seem to display a low level of interest in their work. Their use of social media can be characterised as 'banter', and these are the people who comment a lot, including announcing what they had for lunch. They engage with social media through a distinctive social lens. Their professional preparedness is often low and likely to upset more engaged colleagues although the chatty nature of the Socialiser can make up for that.

Professional awareness	=	Gossips about developments
- Personal perception of social media	+	Enjoys using social media for social purposes
- Reputation of social media	--	Makes no difference
- Social media as part of role	+	Will see social media as part of role but constantly mixes work and private up
- Level of projection	++	Has a lot to say about everything
- Discerning reader	--	Will read (and comment) on anything
- Social resource	++	Very important
- News source	-	Might stumble across relevant news but will not recognise the importance in relation to their role
Professional preparedness	-	Low – needs prodding
- Desire to develop	-	Does not really care about career
- Nature of role	=	(Unwittingly) Stuck in stagnant phase
- Home/work balance	-	Sees work as extension of home
- Incentive to develop	=	Will develop if required, but does not always see need
- Engagement with profession	-	Does not care about profession

Soul-searcher

An extremely engaged professional, drawn into arguments about anything related to their role on social media and having an exaggerated professional awareness as such. Their constant quest to 'improve' the profession as a whole frequently gets in the way of their own professional preparedness to adapt their ways however. This makes them a less than popular figure with management, although they tend to be overly popular with other soul-searchers in the occupational community. They use social media primarily as a social source and frequently confuse personal opinions with professional information. They are very active at external events but not necessarily to improve professionally.

Professional awareness	++	Exaggerated
- Personal perception of social media	+	Sees social media as a means to improve the world
- Reputation of social media	=	Judges other users based on their opinions
- Social media as part of role	++	Is keen to improve standing of role through social media
- Level of projection	++	Tends to go over the top
- Discerning reader	=	Balanced – but high volume
- Social resource	++	Seeks affirmation
- News source	=	Gets confused easily about news value
Professional preparedness	=	Highly motivated – but only for their agenda
- Desire to develop	+	Sees development as responsibility of all
- Nature of role	+	Searching for appropriate place
- Home/work balance	++	Takes work home a lot
- Incentive to develop	-	Only wants to develop in their way
- Engagement with profession	++	Loves the profession

Starter

Starters find themselves either in the early-careers or searching phase. They have recently begun a new role and are not quite certain about the intrinsic details of the post they occupy. They are completely at home with social media but not necessarily in the most effective manner, primarily regarding it a social resource, they share some characteristics with the socialiser in that respect. They have a strong desire to develop due to their enthusiasm but their inexperience, lack of confidence and lack of a strong occupational network hamper them early on.

Professional awareness	++	Very keen on being aware
- Personal perception of social media	++	Sees social media as part of life
- Reputation of social media	-	At risk of soiling own reputation
- Social media as part of role	+	Naturally sees social media as part of role
- Level of projection	++	Has a lot to say about everything
- Discerning reader	--	Will read (and comment) on anything
- Social resource	++	Very important
- News source	-	Might stumble across relevant news but will not recognise the importance in relation to their role
Professional preparedness	=	Clearly developing – causes anxiety
- Desire to develop	++	Does not really care about career
- Nature of role	--	New and confusing
- Home/work balance	=	Balanced
- Incentive to develop	++	Wants to get to grips with role
- Engagement with profession	+	Loves the profession

Stoic

The stoic professional originates in the 'passive private use' type in the model discussed in section 4.1. The stoic is characterised through low engagement with the profession, certainly not reaching beyond their current role. They appear at odds with the socialising type, describing engagement with other professionals via social media as a time wasting activity. They are characterised by a low professional preparedness and awareness. In terms of the home/work balance the stoic firmly chooses their personal life over their work life. They see work as a means to gather an income and have little desire to progress in their career although they might look for a side-ways move to another organisation or role out of displeasure with their current situation. They have low engagement with social media.

Professional awareness	--	No interest
- Personal perception of social media	-	Claims to detest social media
- Reputation of social media	--	Social media is a waste regardless
- Social media as part of role	--	Will mock and ignore it
- Level of projection	-	Moans frequently
- Discerning reader	=	Not interested in reading about job
- Social resource	-	Absurd notion, the pub is a social resource
- News source	-	Not interested in reading about job
Professional preparedness	--	Low - will resist everything
- Desire to develop	--	Unhappy with career
- Nature of role	+	Low-skill/low-pay – stagnant in worst sense
- Home/work balance	=	Home over work every time
- Incentive to develop	--	Will resent development
- Engagement with profession	-	Does not care about profession

Strategist

The strategist originates in the passive professional use type, although at times will have more affinity with the active professional use type. The strategist is characterised by a strong career drive, fuelled by high professional awareness and preparedness they are keen to move on in their role and to seek new opportunities that increase their professional standing. They engage with CPD as a means to improve their CV and build up contacts at (potentially) better employers. They can regard social media as a social resource for this purpose, although many will primarily see it through a new source.

Professional awareness	+	Sees awareness as important
- Personal perception of social media	+	If they see the potential they will use it, but it is not a given
- Reputation of social media	++	Very important
- Social media as part of role	+	Will see social media as part of role, specifically as a means to move on
- Level of projection	=	Depends on potential benefit
- Discerning reader	+	Mostly, will at times drift in search of new opportunities
- Social resource	=	Not very important
- News source	++	Keen on staying up to date with everything
Professional preparedness	++	Very high
- Desire to develop	++	Career is crucial to success
- Nature of role	++	Very keen on moving up/on
- Home/work balance	+	Work takes precedence
- Incentive to develop	++	High desire to develop
- Engagement with profession	=	If it helps them move up

Supporter

The supporter originates in the active professional use type. The supporter is a mentor or teacher by nature, keen to share their experience with, often younger, colleagues, guiding them into the profession and helping them to develop professionally. They have high professional preparedness and the supporter frequently displays excellent CPD engagement and seeks to benefit optimally from opportunities afforded by social media, although they sometimes find it hard to keep up with new developments in this regard. They see social media through both a social and a media resource lens.

Professional awareness	++	Highly aware
- Personal perception of social media	+	Primarily uses social media for professional purposes
- Reputation of social media	++	Crucial
- Social media as part of role	+	Seeks to implement social media
- Level of projection	+	Only where necessary, not afraid to project themselves
- Discerning reader	++	Highly discerning reader
- Social resource	=	Sees it as useful
- News source	++	Very important part for appreciation of social media
Professional preparedness	++	Known to tackle any issue
- Desire to develop	=	Happy with their role
- Nature of role	+	Mentor role is important to job satisfaction
- Home/work balance	=	Learned to balance the two
- Incentive to develop	++	Sees no obstacles to development
- Engagement with profession	++	Highly engaged with very strong occupational network

10 CONCLUSION AND RECOMMENDATIONS

In the introduction (1.2) the background of the problem discusses the pressure on the library profession as a result of new technology and the resulting social impact this has on libraries. In response to declining numbers CILIP is seeking ways to alter the provision of CPD as evidenced by a recent consultation for obligatory revalidation for all its members. (CILIP, 2015). Which is the latest in a continuing debate on the role of professional development in the library profession as illustrated by Broady-Preston and Cossham (2011).

The researcher has a background of working in libraries and researching social media (1.3) and this led to the desire **to investigate social media use in the context of the continuing professional development (CPD) process of academic librarians, with a view to developing a grounded theory** (1.4).

To successfully achieve this aim three key-objectives were formulated as ideas that are paramount to shaping the format in which the research took place. The first was to provide an overview of the use of social media in professional circumstances. This was broken down into the following three objectives:

To acquire the underlying ideas from selected actors about social media; This was achieved successfully and contributed significantly to the development of the grounded theory and the 10-S typification.

To analyse this data with a view to better understand weak-tie connections in an occupational community; This objective was partially successful, throughout the analysis it became clear that this did not play as significant a role as initially anticipated.

To analyse this data with a view to better understand perceptions of social media; Valuable understanding about perceptions of social media was achieved.

The second key-objective was to better understand CPD that academic library staff participate in and to gain understanding of the way it impacted their professional development.

To acquire the underlying ideas from selected actors about CPD; This was achieved successfully and contributed to the development of the grounded theory.

To describe a number of organisational CPD policies; This objective declined in relevance as the analysis increasingly led towards personal rather than organisational perceptions.

To gain understanding of the motivation of employees in academic libraries regarding CPD; This was a significant contributing factor to developing the grounded theory.

The final key-objective as formulated in 1.4 was to explore methods in which academic librarians can utilise social media to improve their development. The following objectives contributed to this understanding:

By understanding how academic librarians currently use or not use social media in their current work processes; This objective was achieved successfully and contributed to the development of the grounded theory. However there are grounds for further research, particularly by employing Social Network Analysis to gain a better understanding of the richness of the network of (academic) librarians in the United Kingdom that are active on social media and how they interact with each other.

To establish whether there is synergy between the use of social media and professional development in academic libraries; The outcome of this objective suggest that there is a synergy for certain actors but that others tend to ignore the potential of social media for professional development, either through a negative perception of social media, a lack of motivation for personal development or ignorance of how to use social media in this manner. This suggests that there is a need for practical implementations that can aid the use of social media in this manner.

To provide a theoretic framework which could aid professional development through social media; The grounded theory forms a theoretic framework to gain further understanding of how social media could be used in professional development. The 10-S Typification demonstrates a potential practical application for the theory although it requires further research.

10.1 ORIGINAL CONTRIBUTION OF THE RESEARCH

As demonstrated in the literature review, CPD is situated in the spectrum of adult learning. The advent of social media in combination with the pressures on the library profession pose significant challenges to professionals. Changes in the academic libraries are driven by a number of factors, in their direct environment they are subject to constant pressure by the university they serve, which in turn is subject to (geo-) political change that forces agile and responsive management of services. Information technology is another strong driver of change in academic libraries. Over the past decades libraries have been subject to increased automation and digitisation. It is important for the actors to carry on developing and stay engaged with the latest developments, a potential approach to this is offered by the concept of continuous professional adaptation. Traditionally Continuing Professional Development has driven these changes on a human resources and managerial level, but, as highlighted in the

work by Eraut (2000,2004,2011) there is increasingly a need to study other factors of professional development.

This study demonstrates that professional development is an important aspect of working practices for academic librarians, to be able to cope with changes is an important professional function that can be described as professional preparedness.

Professional preparedness is defined as: *“Professional preparedness is the willingness to critically engage with the profession”*.

This is illustrated by the fact that any of the involved actors described CPD as a merely formal function. This is reflective of what Freidson (2001) described as the struggle between managerial bureaucracy and professionalism. Formal CPD in the shape of training courses, conferences and events might be convenient for human resource management as it is measurable, but in practice and as demonstrated in this study, academic librarians learn continuously via informal sources, this can be described as learning through the occupational community as demonstrated by Cox (2008).

One recent technical revolution to challenge academic libraries has been the advent of social media. This has provided challenges and opportunities but to fully understand these, we need a better understanding of the relationship between social media and a variety of contexts, in the case of this study, professional development. It was demonstrated that social media can significantly contribute to professional awareness:

Professional awareness is defined as: *“Professional awareness is the sum of the level of interaction one has with the profession and the resulting understanding of that profession.”*

The findings demonstrated that the managerial view of CPD is not necessarily compatible with the perception, or needs, of practitioners in relation to their professional development, in fact the amount of references to informal learning were evidence of the fact that professional development goes well beyond mere formal training.

The realisation that professional preparedness and professional awareness were significant in the context of the use of social media in professional development and the realisation that for the actors CPD was more than formal development, led to the discovery of a theory that can be summarised as Continuous Professional Adaptation (CPA), highlighting that professional development has a continuous character rather than a continuing character. The semantic nuance might appear small, however continuous can be construed as being non-stop whereas continuing could be considered as a stop-start process. This is in line with the data and the

formality aspect of CPD. The inclusion of Adaptation stresses the fact that academic library staff are prone to adapting to the situation and will do so continuously.

Continuous Professional Adaptation is learning that occurs as a consequence of professional awareness and preparedness through the use of informal networks.

This grounded theory demonstrates a need to expand the dialogue on professional development in academic libraries, in both an academic and practical context, based on the advent of social media, which provides a useful platform to aid actors to continuously develop professionally, provided it is used appropriately and with that purpose. Formal development in the shape of Continuing Professional Development (CPD) is, as evident from organisational policies on CPD as well as the validation, still regarded as the most relevant method of developing human resources in the context of organisations.

This research sought to contribute to that dialogue.

10.2 EVALUATING THE RESEARCH METHODOLOGY (LESSONS LEARNED)

Grounded theory is a tried and tested qualitative research method to study social constructs. As far as the researcher is aware this was the first time grounded theory has been applied to study social media in the context of professional development. The outcome of the study suggests that the use of grounded theory was appropriate for the research domain it was employed in, however there are a number of issues that should be addressed. Firstly, to achieve better understanding of the research domains, this research, was conducted in three different academic libraries in England. As referred to in chapter 3.2.1 the use of case-studies in grounded theory provides opportunities to PhD researchers but it is important to remain vigilant of the principles of grounded theory, namely that theory forming and data collection go hand in hand and that there needs to be a progression in the way the grounded theory is applied (Nunes et al. 2010). This necessitated an iterative approach to the research. The first locus was used to gain an idea of the issues at hand but did not provide full understanding of most of the categories, this is what Nunes et al. (2010) describe as a pilot study approach. During the following iterations, with the help of the knowledge gained during the initial studies, a deeper understanding of several categories was developed and at the final iteration a grounded theory could be formulated.

One important aspect of this particular study was the use of social media snapshots. At each location an analysis of the social media in use both organisationally and individually, was made to help the researcher gain better understanding of the way social media were used. This proved to be helpful to gain richer data than would have been the case if just semi-structured

interview guides were employed, but the use of the social media snapshot did not provide as deep an understanding of relations between actors and the occupational community they operate in as anticipated. This could partially be because in grounded theory the data derived from these snapshots is added to the mix rather than investigated separately.

To augment this data, a purposefully selected number of actors was interviewed to gain a deeper understanding of their ideas about social media, CPD and the potential to learn from social media using a structured interview guide. The data resulting from the interviews was very rich and provided a large number of relevant codes that were built up into categories through the use of situational analysis as described by Clarke (2005).

With the benefit of hindsight the researcher would not significantly alter this approach although a case could be made for a mixed methods approach, whereby social network analysis was employed prior to this study, with the aim of gaining a better understanding of the occupational communities within which actors operated, this would have aided the selection of the research population, but similarly would have increased the work associated with this research significantly and would complicate the access-problems encountered even further. Equally the study demonstrates that there is a need for strong methodological development of qualitative analysis of data derived from social media. This probably would have required a longitudinal study, tracking particular social media accounts of interest over a period of time. Initially the work of Kozinets (2002), netnography, was explored to potentially resolve this issue, however that methodological approach was deemed too universal and too marketing-focussed to be of use in the research domains studied.

10.3 RECOMMENDATIONS FOR FURTHER RESEARCH

Throughout the PhD-period recommendations for further research arose. From the methodology the following recommendations can be made:

- The grounded theory presented in this work is intrinsically linked to the context of the three academic libraries that were visited. Although the findings are promising within this context, the theory requires further research in other areas and circumstances to demonstrate generalisability.
- The usefulness of the social media snapshot as a method to introduce analysis of social media in the situational analysis method, as described by Clarke (2005), has demonstrated to be difficult to rely on due to the closed nature of several sources of investigation. If the methodology as used in this study were to be replicated, this aspect of the methodology would require redefining. The inability to successfully and unobtrusively measure various social media sources related to the actors resulted in

the failure of this method. It is recommended that social media data is incorporated as data to the main-study rather than as a separate entity or function of the main-study.

- During the development of the methodology other approaches had been considered. In particular an approach whereby “research accounts” that would be mute but could ‘befriend’ or follow actors on various social media, would be used to gain access to their social media with their permission. This proved a high barrier to participation however and this led to the current approach being adopted. In an ideal situation, with permitted access, the muted research account approach would have yielded more insight in the way that actors used their social media on an ongoing basis, enabling longer term monitoring as well as social network analysis of the participating actors.

Recommendations following on from the analysis:

- It proved valuable to redesign the category of social media to data related to applications and to environmental factors. This insight occurred late in the analysis process and generated extra work. This is inherent in the nature of inductive research, but for further research based on this study it would be beneficial to start off in this manner.
- The integration of literature and data is a difficult topic in grounded theory. When conducting a similar study it would be advisable to not conduct a literature review before the data collection and instead start with the research design, this ensures a clear mind when approaching the data, literature ought to be reviewed to support the research as analysis is ongoing. Technically this is the approach that should be adopted when conducting a grounded theory study as devised by Glaser & Strauss (see chapter 2.4.1), but this requires the decision to conduct a grounded theory study from the beginning of the project. It is also not necessarily in line with the expectations of the institute where the research takes place, although in this instance the researcher could have followed the correct approach, provided it was decided upon in an early enough stage of the research.

Recommendations following on from the validation, topics for further research:

- The 10-S Typification requires further work to validate and possibly extend the framework developed. Currently it is based on a limited data-set but it provides a potentially interesting tool to assess the use of social media in a professional context.
- As part of the validation of the 10-S Typification the various personas should be evaluated on a larger scale, potentially through the use of questionnaires seeking to establish whether the validity of the contributing factors is sufficient.

- What is the role of CPA in enabling organisations to offer professional development suited for different learning styles?
- Can CPA, and in particular the function of professional awareness and preparedness, be developed into an appropriate tool to help organisations through periods of change?
- How would professionals taking part in CPA be able to demonstrate progress in professional development as the result of participation in occupational communities?
- Is CPA suitable for implementation next to more formal CPD and how could organisations implement CPA effectively in a staff evaluation process?
- What practical implementations of CPA are already in use and which lessons can be learned from, for example, the chartership process for CILIP?

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APPENDIX 1 – ALPHABETIC LIST OF CODES

This list contains all codes that were used in the analysis process. This excludes in vivo coding. During the constant comparison all in vivo codes were analysed for their underlying codes for the purpose of aiding the theoretical coding process and forming the core categories professional awareness and professional preparedness. All codes presented here were extracted from memos and situational maps as they were produced during the analysis stage. The most relevant memos and situational maps have been presented in chapters 4 to 7 of the thesis.

<p>#</p> <p>#libcamp</p>
<p>“</p> <p>“What they had for lunch” rhetoric</p>
<p>A</p> <p>Active in Professional Associations</p> <p>Active information management</p> <p>Active private use</p> <p>Active professional use</p> <p>Addicted to Facebook</p> <p>Adult learning paradigm</p> <p>Aggregator</p> <p>Analysis of strength</p> <p>Annual review</p> <p>Application reputation (social media)</p> <p>Appropriateness</p> <p>Attribution to strong-tie</p> <p>Attribution to weak-tie</p> <p>Aware (professional identity)</p>
<p>B</p> <p>Balanced career</p> <p>Barrier to CPD participation</p> <p>Benefit from network</p>

Benefit of social media in professional context

BIALL

BIALL member

Blog

Blogging

Borrowing intellect

Break of trust

Building network (external contacts)

C

Career development

Career perception

Career phase

Career progression

Career progression

Career satisfaction

Career stage

Career-change

Career-focussed

Career-minded

Certificate

Certification

Changes in profession

Chartership

CILIP

Closed attitude (private)

Collaborative CPD?

Colleague interaction

Colleagues as friends on Facebook

Colleagues in other libraries

Colleagues in other locations

Collection of information

Collective learning

Collective of individuals

Collegial attitude

Commitment to profession
Commitment to role
Communication
Communication discrepancy
Communication example
Communications Department
Community
Community – occupational network
Community – professional associations
Community of mailing-lists
Community of practice
Competence narrative
Competences
Competency
Competent
Conference
Conference warrior
Contact (CPD)
Contact (External events)
Contact (staff-training)
Contact reputation (social media)
Contributes frequently (social media)
Control (career)
Control (social media)
Control (training)
Corporate culture
Cost of external events (CPD)
Cost of membership (PA)
CPD paradigm
Crisis (Library profession)
Crowdsourcing
Culture
Curious attitude
Customer interaction
Customer Relations

Customer service
<p>D</p> <p>Danger of social media</p> <p>Decline of CILIP</p> <p>Degree</p> <p>Desire for CPD participation</p> <p>Development of online support</p> <p>Development of social media policy</p> <p>Digital native</p> <p>Discerning reading</p> <p>Disenfranchised</p> <p>Disengagement with community</p> <p>Disheartened</p> <p>Dislike function (Facebook)</p> <p>Does not actively contribute (social media)</p> <p>Does not like seeing colleagues use social media at work</p>
<p>E</p> <p>Eager to share</p> <p>Eagerness to learn</p> <p>Early career</p> <p>Early careers vs Experienced</p> <p>Early-career professional</p> <p>Effect from social media</p> <p>E-mail preference</p> <p>E-mail preference</p> <p>E-mail use</p> <p>Employer support (CPD)</p> <p>Enabler of CPD participation</p> <p>Engagement with social media</p> <p>Enthusiastic about social media</p> <p>Events</p> <p>Example of community</p> <p>Example of competence</p>

Example of knowledge exchange
 Example of occupational community
 Example of professional use
 Example of social media learning
 Experience
 Experiential learning
 Expressive
 Extrovert

F

Facebook
 Face-to-face
 Face-to-face preference
 Faculty
 Failure of communication
 Failure to communicate
 Failure to develop
 Family and friends (social media)
 Family-focussed
 FB:active use
 FB:addiction
 FB:appropriateness
 FB:colleagues
 FB:communication
 FB:community
 FB:frequent use
 FB:inactive
 FB:management
 FB:mature user
 FB:porous boundary (work/home)
 FB:private use
 FB:Procrastination effect
 FB:shy
 FB:work
 FB:work/life balance

<p>FB:work-related use</p> <p>FB:young user</p> <p>Fear of information overload</p> <p>Fear of over-commitment</p> <p>Feeling of incompetence</p> <p>Finding new information</p> <p>Finding new knowledge</p> <p>Finding new people</p> <p>Formal training</p> <p>Formality spectrum (social media)</p> <p>Frequent career change</p> <p>Frustration with management</p> <p>Frustration with profession</p> <p>Frustration with professional development</p> <p>Frustration with social media</p> <p>Fun to use (Facebook)</p> <p>Fun to use (Twitter)</p>
<p>G</p> <p>Gain understanding</p> <p>Good support for CPD</p> <p>Google Plus</p> <p>Google Plus “Nobody uses it”</p> <p>Google-generation</p>
<p>H</p> <p>Happy in role</p> <p>Happy to take part</p> <p>Happy to try things</p> <p>Happy with recognition (in role)</p> <p>Happy with recognition (through social media)</p> <p>Happy with retweet</p> <p>Happy with role</p> <p>Hate of conferences</p> <p>Hate of social media</p>

<p>High confidence with social media</p> <p>High level of projection</p> <p>High noise-levels are frustrating on social media</p> <p>Home/life balance</p> <p>Home-focussed</p> <p>Home-life priority</p> <p>Honesty about abilities</p> <p>Human Resources</p>
<p>I</p> <p>Impact of organisation on professional development</p> <p>Importance of being chartered</p> <p>Individual learning process</p> <p>Induction program</p> <p>Inexperience</p> <p>Inexperience</p> <p>Informal aspect of CPD</p> <p>Informal communication</p> <p>Informal meeting</p> <p>Informal professional development</p> <p>Informal training</p> <p>Information literacy</p> <p>Information management</p> <p>Information overload</p> <p>Instant access (to information)</p> <p>Intellectual capital</p> <p>Interaction with students</p> <p>Interest in sharing</p> <p>Inter-organisational</p> <p>Introvert</p> <p>Intuitive (social media)</p> <p>Isolated/specialist role</p> <p>IT</p> <p>IT maintenance</p> <p>IT-Manager</p>

IT-training
K Keen on social media Keen to progress (career) Knowledge exchange
L Lack of control (social media) Lack of information Lack of management support Lack of quality (CPD) Lack of quality (social media) Lack of quality (training) Lack of quality of message Lack of reputation Lack of respect Lack of social capital Lack of trust Lack of trust from management Learn by doing Learn from colleagues Learn on the job Learn through social media Learn to use social media Level of projection Librarian Library crisis Library profession Library staff Life journal Like (Facebook) LinkedIn Low confidence Low engagement with social media

<p>Low level of projection</p> <p>Low motivation</p> <p>Loyalty (of employees)</p> <p>Loyalty (to employer)</p> <p>Lurking</p>
<p>M</p> <p>Mail</p> <p>Mailing-list</p> <p>Maintaining network (external contacts)</p> <p>Makes things complicated</p> <p>Management of social media</p> <p>Management of students</p> <p>Management support</p> <p>Management-staff relationship</p> <p>Managerial professionalism</p> <p>Masters degree</p> <p>Mentor</p> <p>Mentoring role</p> <p>Microblogging</p> <p>ML:active use</p> <p>ML:aggregator</p> <p>ML:appropriateness</p> <p>ML:awareness</p> <p>ML:community</p> <p>ML:convenience</p> <p>ML:Information overload</p> <p>ML:irritation (about use)</p> <p>ML:JISC</p> <p>ML:passive use</p> <p>ML:professional purpose</p> <p>ML:professional use</p> <p>ML:usefulness</p> <p>Mobile phone use at work</p> <p>Motivation</p>

Multiple professional associations
<p>N</p> <p>Need for development</p> <p>Need for training</p> <p>Negative experience with library Facebook site</p> <p>Negative social media experience</p> <p>Network of practice?</p> <p>News resource</p> <p>No interest in social media</p> <p>No need for training</p> <p>No sense of belonging</p> <p>Nobody reads blog</p> <p>Noisy</p> <p>Nosey</p> <p>Not actively posting</p> <p>Not keen on social media</p>
<p>O</p> <p>Occupational community</p> <p>Occupational role</p> <p>Online knowledge exchange</p> <p>Online support</p> <p>Only strong-tie network</p> <p>Open attitude</p> <p>Operational autonomy</p> <p>Organic growth of social media in organisation</p> <p>Organisational policy</p> <p>Organisational policy (CPD)</p> <p>Organisational policy on social media</p> <p>Organisational structure</p> <p>Overlap between social media and CPD attitude</p>
<p>P</p> <p>Paralysing amount of information</p> <p>Parsing of information</p>

Part of the crowd
Part of the role (social media)
Participant of community
Participation (PA)
Part-time
Passive private use
Passive professional use
People they know
Personal identity
Personality influence
Peter Principle (Promotion to incompetence)
Phases and stages in careers
Poor support for CPD
Positive social media experience
Potential benefits outweigh negative impact (social media)
Potential of social media
Potential of training
Pressure of competence
Pressure to develop (self-driven)
Pressure to develop (technical reasons)
Pressure to reply
Pressure to take part (CPD)
Private mobile phone use at work
Private use of social media
Process of development
Profession
Profession as religion
Professional (LinkedIn)
Professional calling
Professional capacity (Elaboration)
Professional development
Professional identity
Professional literature
Professional reflection
Professional regulation

Professional use of social media Professionalism paradigm Profile (social media) Progress of development Projection Promotion Provision of training Psychology of work? Purpose of blogging
Q Qualification Quality of message Quality of training Quality of user generated content
R Rarely contributes (social media) Reach out (CPD) Reach out (social media) Reads lots of different things online Ready-access Realisation of benefit Reform agenda Relation with colleagues Relation with management Relation with profession Relation with students Relevance of source Reliance on colleague Reliance on social media Reluctance to change Reluctance to share Reluctant about social media Reluctant participant (CPD)

Renewal of chartership

Reputation

Reputation of poster (social media)

Reputation of social media

Re-registration

Resistance to change

Resistance to development

Responsibility of care

Retirement planning (reluctance to change)

Retweet

Role of CILIP

Rotation of responsibility

S

Satisfaction in career

Searching (professional identity)

Self-drive

Self-driven

Self-driven participation

Self-proclaimed internet-junkie

Seminar

Sense of achievement

Sense of belonging

Sense of community

Sense of responsibility

Separation (of social media use private/professional)

Separation of private and professional (social media)

Settled

Sharing of information

Sharing of knowledge

Shy

Snooping

Social capital

Social communication with colleagues (social media)

Social interaction

<p>Social media appeal</p> <p>Social media as part of learning space</p> <p>Social media contacts</p> <p>Social media for fun</p> <p>Social media officer</p> <p>Social media paradigm</p> <p>Social media policy</p> <p>Social media seems to take preference over normal customer service</p> <p>Social media to stay in touch</p> <p>Social process</p> <p>Social resource</p> <p>Social source</p> <p>Staff (Academics)</p> <p>Staff development</p> <p>Staff induction</p> <p>Staff-training</p> <p>Stagnant (professional identity)</p> <p>Stay informed</p> <p>Stay informed about boss</p> <p>Stoic about social media</p> <p>Student engagement</p> <p>Students</p> <p>Subject knowledge accumulation</p> <p>Support for CPD</p> <p>Support from management</p> <p>Supportive role</p> <p>System driven</p>
<p>T</p> <p>Taking part in CPD (discourse)</p> <p>Teach to use social media</p> <p>The library as learning facilitator</p> <p>The university as learning facilitator</p> <p>Time-wasting (social media)</p>

Tried out blogs

Tried out Facebook

Tried out Twitter

Trigger of participation (CPD)

Trigger of social media use

Trust

Trustworthiness

Tutor

TW:active use

TW:appropriateness

TW:community

TW:external events

TW:management

TW:networking

TW:passive use

TW:professional use

TW:promotional use

TW:reach out

TW:reservations (about use)

TW:separated use

Twitter

U

Unconference

Undiscerning reading

Unimportance of being chartered

University staff

Unsatisfied with quality of training

Unsocial

Untimely delivery of CPD

Up-to-dateness

Use of conferences for networking

Use of Facebook professionally

Use of social media at desk

Use of Twitter professionally

User generated content Using social media during work-time
V Validity of sources Virtual learning environment Vocational calling
W Waste of time (CPD) Waste of time (Social Media) Weak-tie connections Weak-tie conversion Web 2.0 Whatsapp Wisdom of the crowd Work/life balance Workshop
Y Years worked Young Professionals Network Youtube