

AN ABSTRACT OF THE THESIS OF

Stephen A. Matthews for the Master

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Title: The Trainer Role of the Library Manager

Abstract approved: *Marta L. Hale*

This thesis sought to analyze the current trainer role of the library manager. It was one small factor embedded within the whole issue of continuing library education and professional development efforts faced by library managers.

In this study, where no other empirical research established any normalized data or generalizable results, the description and discussion of training, continuing education, circumstances and individual experiences appeared to be both valid and necessary. The primary investigative methodology was a case study of six professional library managers fulfilling a trainer role.

The data were collected by means of a semi-structured interview and free responses from the subjects, as well as impressions by the interviewer, and were

recorded in written notes. Data, collected in the form of verbal responses of the subjects, were categorized into the three working hypothesis elements.

The analysis of data was a summary of the similarities and dissimilarities, the consensus or diversion of opinion, and evidence of trends in thinking between cases. Additionally, the statements of the subjects that were directly relevant to the issue of the trainer role of the library manager were studied.

The working hypothesis derived from the analysis of the case studies involved three elements: a) the existence of the trainer role of the library manager; b) what the trainer role may be; and, c) the importance of teaching skills and knowledge to the fulfillment of the library manager's responsibilities.

The findings supported these conclusions. A trainer role does exist for the library manager. The description of the trainer role varied widely, which represented differences in job responsibilities, organizational structure and culture, and management styles. There was a noticeable split among the subjects on the importance of teaching skills and knowledge into those with teaching background who value it and those without it who do not.

THE TRAINER ROLE OF THE LIBRARY MANAGER

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Maatta L. Hale
Approved for the Major Division

John Schumann
Approved for the Graduate Council

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS	ii
INTRODUCTION TO THE STUDY	1
Background	1
Statement of the Problem	2
Terminology	3
Importance of the Study	7
REVIEW OF RELATED LITERATURE	8
Introduction	8
Continuing Library Education	9
Management Literature	21
Education Literature	24
METHODOLOGY	28
Overview	28
Design of the Study	29
Selection of Subjects	31
Protection of Subjects' Rights	31
Methodology	32
Data Collection and Analysis	33
RESULTS OF THE ANALYSIS OF CASE STUDY DATA	35
Introduction	35
Description of the Cases	35
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	52
Introduction	52
Summary	52
Conclusions	55
Recommendations	62
Suggestions for Further Study	67
REFERENCES	69
APPENDICES	
A. Informed Consent Document	A1
B. University Review Board Approval	B1
C. Question Form/Recording Document	C1

INTRODUCTION TO THE STUDY

Background

Professional Issues

During the 1995 American Library Association (ALA) Annual Convention in Chicago, there was considerable discussion about continuing library education (CLE), both for MLS and non-MLS library workers. This discussion centered around the general necessity for continuing professional development of all library workers, largely resulting from the impact on the field of new information transfer technology. One session, "Maintaining Support Staff Competence: Is Certification the Answer" specifically discussed the efforts of the panel of presenters toward maintaining competency and the myriad of issues associated with it; e.g., entry level education requirements, compensation for CLE activities, time, coordinated programs, pay scale incentives, arguments for and against certification, and many more. Other sessions included "Coming of Age: Continuing Library Education" with notable library professionals who discussed several CLE issues, and "CLENE's (Continuing Library Education Network and Exchange) Fourth Annual Hot Topics in Training" session which presented such issues as "Training Managers for Leadership," "Setting Up a Learning Environment for Technology," "Using Video in Training," and several other training-related issues.

This focused discussion appears to be evidence of a profession that is in serious need of answers, not only regarding standards for entry level education

into the workplace, but primarily for effective continuing education programs for those already working in libraries.

Continuing Education Issues

Of all the factors that will influence the progress of librarianship as a service oriented profession, performance will be a very significant one. Performance of information specialists in every sector of the information profession, who provide the highly relevant documents that satisfy customer demands, will shape the reputation and perception of the entire profession. The factor that most influences performance (all other factors being assumed to be positive such as individual motivation, professionalism, and information literacy) is competence: individual knowledge and skill developed through education and training (Roberts and Konn, 1991). The vehicle for ubiquitous progress in any profession can easily be argued to be professional continuing education. The scope of professional continuing education includes academic education, of course, but primarily formal and informal training.

Statement of the Problem

This thesis will seek to analyze the current trainer role of the library manager. While this is but one small factor embedded within the whole issue of continuing library education, this thesis addresses training and the manager of training efforts and activities within that profession. Other relevant sub-questions surrounding this issue include: How do library managers meet their responsibilities concerning training and personnel development? What special

skills and knowledge do managers need to accomplish their training and personnel development responsibilities? Should librarians become trainers, or should trainers become librarians?

Terminology

Within the endeavors of professional development there should be little or no segregation of activities into training and education categories. According to Roberts and Konn (1991), we are “bolstered by the belief that, properly executed, training involves education and education involves training. We have assumed, therefore, that continuing professional development is furthered both by training and education” (p. xiii). However erroneously, it is generally perceived that training connotes primarily skill oriented learning, and education connotes primarily theory oriented learning, but not within the context of this thesis. There are and should be elements of both in all learning activities. Continuing education and professional development are herein synonymous. However, education and training are addressed in their respective contexts.

The following list of definitions is developed with the perspective of integration, not segregation, between education and training.

Continuing Education - Continuing education refers to any activity or resource (academic education or formal and informal training) that “builds upon previous experience in the same general realm of knowledge and whose specific goals are not intended to terminate all study in that realm” (Houle, 1969, p.1). Continuing education contributes to the growth and development of the individual

worker within the profession, and is supported or provided through the efforts of the professional governing body or organizations within the profession.

Library Manager - A manager is normally the individual who occupies a position of higher responsibility within a library or information organization that usually includes responsibility for the performance and professional development of other employees. Within the library profession this is generally distinguished by an individual who has earned a Master of Library Science degree.

Professional Development - Professional development implies training and education of a library specific subject nature (as opposed to generic development topics) that is intended to enhance the individual's competencies, regardless of their status or position. This includes employees at all levels. Programs and activities aimed at developing the knowledge and skills of all workers/managers within a profession are encompassed in this definition; including academic, formal and informal learning experiences.

Professional - Within the library profession there is a general distinction between the professional (one with the MLS degree) and the paraprofessional and support staff (one with a lesser degree, or no degree but significant experience) (Hastings, 1996). "Professionalism is the conduct of qualified people who share responsibilities for rendering a service; for engaging in continuing study; and for maintaining high standards of achievement and practicing within the principles, structure, and content of a body of knowledge" (School Library Manpower Project, 1970, p. 6). Within this thesis the terms profession and professional are

also used to refer to the library 'profession' and its activities collectively, and not exclusively to the members of the field with 'professional' credentials.

Teaching - Robert Luke (1987) wrote "I acknowledge the wisdom and inventiveness of those many teacher trainers in the field of adult education who, over the years, have endeavored to help me learn that teaching is not (only) talking and that learning is not (merely) listening" (p. 6). Much of our professional communication today is informal and the transfer of technical knowledge, spurred by immediacy of the need to know, involves simply showing the other person "how I did it," that people seem to be unaware of any necessity for knowing anything about teaching when it comes to transfer of information to larger groups with disparate knowledge bases, learning styles and comprehension levels.

The fundamental competencies of the well trained teacher include; "1. Command of theoretical knowledge about learning and human behavior, 2. Display of attitudes that foster learning and genuine human relationships, 3. Command of knowledge in the subject matter being taught, 4. Control of technical skills of teaching that facilitate student learning " (Cooper, 1990, p. 4). All of these competencies have theoretical as well as application elements and are fundamentally not intuitive to the extent of successfully applying them at the "command" or "control" level of comprehension.

Training - "Training refers to the process by which job-related skills and knowledge are taught" (Mintzberg, 1979, p. 95). It includes activities that

contribute to the professional development of the individual and are primarily of two categories: a) Formal activities include seminars, workshops, conferences, and structured on-the-job training activities. b) Informal activities include unstructured on-the-job training activities, professional collaborations, journal reading, and colleague-to-colleague transfer of information.

While formal *education* within the profession is the purview of the Library and Information Science (LIS) schools and their accrediting bodies, and the American Library Association, *training* (both formal and informal) is the purview of the profession at large. Training generally constitutes the primary source of professional development of the majority of workers within the library profession.

[W]here a job entails a body of knowledge and a set of skills that are both complex and nonrationalized, the worker must spend a great deal of time learning them. For some jobs, of course, these requirements are not recorded as formal knowledge, and so they must be learned on the job: the worker assumes the role of 'apprentice' under a 'master,' who himself earlier learned the job the same way. Such work is generally referred to as *craft*. But, where a body of knowledge has been recorded and the required skills have - in part at least - been specified, the individual can be trained before he begins his work. This kind of work - complex and nonrationalized, yet in part recorded and specified - is referred to

as *professional*. Thus, **training is a key design parameter in all work we call professional** (Mintzberg, 1979, p. 96).

Importance of the Study

It could be argued that library managers today are confronted with more significant and more rapid change within the profession than at any time since the institution of the Dewey Decimal Classification system and the Library of Congress Classification system. Constantly advancing technology and the emerging user-centered paradigm (Achleitner and Hale, 1989) are contributing to the drastic changes in the profession that require managers to keep their own knowledge and skills current. The demand on the managers' abilities is compounded by the necessity to keep their subordinates' knowledge and skills current as well. The responsibility for performance and competency of employees in this ever changing environment is shared by the employer and employee.

This study is intended to illuminate and discuss the issues and problems today's library managers face in terms of being able to meet their responsibilities for fulfilling the training function of management. Their challenge is exacerbated by the multitude of new technologies and the new service environment in which their organizations and employees are and will be operating. This study is also intended to lay the foundation for further study on this and related issues concerning the continuing library education and professional development efforts for the future of the profession.

REVIEW OF RELATED LITERATURE

Introduction

A thorough review of the literature concerning the trainer role of the library manager revealed virtually nothing of direct relevance to this topic. While the literature in the area of continuing library education is abundant, there is sparse information which addresses the issue of the library trainer or the trainer role of the library manager. In the analysis of literature for this study, three separate disciplines were investigated to determine their relevance for the issue of the trainer role of the library manager. The first was continuing library education, the second was management and the third was education. These three respectively address the issues of: the perspective within the profession toward CLE and efforts currently being taken to address the needs of professional development of library workers; the role of training within the management position and its place in management functions; and, the fundamentals of teaching that define the knowledge and skills which a trainer should know to effectively accomplish that responsibility.

Throughout this literature review many questions, inherently linked to the broader panorama of this subject, are raised. These bear on the overall state of library education, continuing library education, the skills and knowledge of library managers and other peripheral issues. The questions are posed to both establish that they are recognized and that they deserve more investigation.

Continuing Library Education

History

Wiegand (1996) delivered an account of Melvil Dewey's early efforts at formalized librarianship training. Dewey founded the first library school in 1889 at Columbia University and later transferred it to the capitol in Albany when he became New York State Librarian and Secretary of the Board of Regents of the University of the State of New York. Dewey's library curriculum was a two-year program and consisted of "practical courses, supervised library work, and special lectures - often delivered by such invited veterans as Charles Cutter, William Fletcher and Caroline Hewins" (p. 55). Dewey designed a practical nature for the school. By 1904 Dewey had added courses in bookbinding, public documents, typewriting, and even state library commission work. "Eighteen years after opening the first library school, American library education remained very much a product of Melvil Dewey's practical mind" (p. 60). Thus education in librarianship has always included a significant element of training. Has the issue of the trainer role of the librarian ever been adequately addressed?

In opposition to Dewey's practical approach, Ostler and Dahlin (1995) contend that Dewey "led library education astray in its early period of development. He placed too much emphasis on practical operations in libraries and too little emphasis on the theoretical underpinnings that guided the practice of librarianship. Dewey had a pragmatic bent that led him to tackle the practical difficulties faced by libraries, but he had little interest in building a unified body of

knowledge for librarianship" (p. 683). They observed that Dewey was influenced by the trend of the times for more practical higher education brought about by the industrial revolution and the new management theory.

This initial phase, they contend, has caused librarianship to move forward without first gaining its theoretical bearings. When the authors asked the question about who are the great thinkers within the profession today, they were met with numerous names of prominent individuals such as Ralph Shaw, Jesse Shera, and Pierce Butler. But they still believe that library education is floundering due to a lack of theoretical direction adequate for the 21st century. They also cite the numerous library school closings in recent years as evidence of this theoretical drifting. They go on to explain the situation that "[t]he library profession is experiencing a paradigm shift, a major change in the way that librarians do their work. ... The information world has placed different demands on the libraries and librarians. ... The undergirding theory that could suggest directions for a new professional vision is found wanting" (p. 684). For many decades, librarians' individual and collective awareness of the need to acquire familiarity with techniques, to discuss the practices of others, to develop generalizations and theories and essentially to educate themselves, generated the only effort toward professional development until the middle of the 20th century (Roberts and Konn, 1991).

Emerging Interest in Library Continuing Education

There appears to have been little official interest in the state of CLE prior to the 1960s. About that time there began a general interest by most professions to upgrade professional knowledge and skills to keep pace with the technology race. Although Stone (1969) had earlier determined that many librarians participated in CLE opportunities that were high quality, provided exposure to new and creative ideas and offered the opportunity to use new knowledge in the job situation, she later asserted "the best library education and training can become obsolete in five years, or less, unless the librarian makes a very determined effort to continue his education" (Stone, 1971, p. 57). As a result people began to look at the state of CLE. She emphasized that factors deterring individual CLE efforts included time, location, inferior quality of the development opportunity, and the lack of support by supervisors in an individual's CLE activities. Her interest and efforts resulted in a commission from the federal government to conduct a study in 1972 into CLE activities within the profession. This study constituted the only major effort of its kind and resulted in the establishment of the Continuing Library Education Network and Exchange (CLENE) in 1975 with funding from the US Office of Education (Roberts and Konn, 1991).

Stone (1974) concluded that most of the respondents in the study felt continuing education in library and information science should be given a higher priority than it currently had. She also reported that:

Based on the responses to the questionnaire used in the study, a definition of continuing education was established which includes the following concepts: a notion of lifelong learning which prevents obsolescence and assumes that an individual carries the basic responsibility for his or her own development; updating; diversification to a new area within a field; involvement in activities beyond those considered necessary for entrance into the field; the 'refresher' objective (reviewing once familiar material); and the concept that continuing education should be provided to all levels of personnel - professional and supportive (p. 105).

These concepts of continuing education were established over 20 years ago and were based on a survey of the profession. In addition to those observations, Stone's report also concluded that: "Throughout professional continuing education literature, and reinforced by data collected in this study, the assumption is made that the gap between knowledge and application grows wider each year" (p. 107). Contributing factors to this knowledge gap include: "the maldistribution of opportunities - in quality and quantity - for sequential, participative continuing education by all levels of personnel; rapid advances in research; educational inadequacies even in those places where activities are taking place; patterns of organization and dissemination of knowledge which are not efficient in terms of individual needs. In addition, the barrier of space, linked

with variable local levels of quantity and quality, perpetuates the present maldistribution of opportunity” (p. 108).

Stone’s final conclusion, which laid the foundation for the establishment of CLENE, stated that a new balance needed to be designed among four articulated geographic levels - national, regional, state, and local - each focusing its abilities, motivations and resources upon those tasks which it can best perform, but always seeking opportunities to interface with each other. The impact of combining her statement, “the maldistribution of opportunities - in quality and quantity - for sequential, participative continuing education by all levels of personnel” (p. 108) with her statement, “always seeking opportunities to interface with each other” (p. 108) describes a significant continuing education program of quality, sequential, participative offerings to all levels of personnel. There does not appear to be significant evidence of the existence of such a program, or programs at the various levels over 20 years later.

Jesse Shera, one of the prominent figures in librarianship for many years, wrote about the state of continuing education efforts he observed in 1972. He concluded: “good as these activities have been, and many have been conspicuously successful, they suffer from a lack of coordination and a unified formalized structure that would establish them as an important part of the practicing librarian’s professional life” (p. 4). How much has changed in the past 24 years to improve the quality of continuing library education efforts for the professional? How about for the paraprofessional?

Allen (1968) recognized nearly 30 years ago that a competence specifically in “adult education methods” (p. 45) was one important element in the total qualifications of a state library consultant. The three general categories of competencies he identified were: behavioral sciences, management and administration theory, and library specialization. He placed the adult education methods within the behavioral sciences category along with interpersonal relationships, communication theory, and conference leadership. All the competencies he identified could easily be applied to all library managers.

“By 1988 work in this area had resulted in the publication, and policy adoption by the American Library Association of guidelines intended to regulate the quality of planning, design, delivery and evaluation of continuing professional development activities” (Roberts and Konn, 1991, p. 81). But, despite the flurry of efforts for a period, critics like Durrance (1986) were claiming that “library schools have not yet assumed a clear role in continuing education” and that “the number of continuing education programs offered by formal library school education programs have steadily declined over the past five years.” (p. 694) The continuing debate caused Stone to conclude that “one concept that particularly has created conflict and unrealistic expectations is the one that teaching guarantees learning which in turn assures quality performance. Continuing library education is a support system, not an absolute determinant of quality performance’ (Stone, *The Growth of Continuing Education, Library Trends*, 1986, p. 490.)” (Roberts and Konn, 1991, p. 83). After only nine years of

government funding and autonomous status, CLENE could no longer survive as a stand alone organization. It became a round table organization of ALA, which essentially placed it in a low priority position. Such a reduction in status appears to have resulted in a lack of recognition and possibly diminished legitimacy.

Current Interest in Continuing Library Education

Duncan Smith, current President of the Continuing Library Education Network and Exchange Round Table of the ALA, wrote in the June, 1995, *CLENEExchange* newsletter:

After I read [Peter] Senge's book [*The Fifth Discipline: The Art and Practice of the Learning Organization*, Doubleday, 1990], I began to examine my practice as a continuing library educator. ... I had broken continuing library education down into a nice, neat format. The format was the workshop. ... The problem with the workshop, however, is that it is an event. It allows us to put continuing education into a box and thereby allows all of us to mark professional growth and development off our "TO DO" list by attending a workshop or meeting. ... As a result of reading this book [Mary L. Broad, *Transfer of Training: Action-Packed Strategies to Ensure High Payoff from Training Investments*, Addison-Wesley, 1992], I began using a transfer of training sheet as part of any workshop I conducted" (p. 1).

The relevance in citing Smith is to demonstrate the apparent lack of attention given to any national program of continuing education, and a limited understanding of the significant mechanics of actually facilitating effective and productive continuing education efforts. He began his President's Message by recognizing the need for a 'learning organization' mentality or philosophy within the profession. But, he fails to make any connection between this need and the means whereby it can be achieved, or who can achieve it. Could it be library managers with successful trainer skills? Rather, he gives the impression that professional development is largely informal and primarily constituted by interaction with colleagues where discussing a journal article is a major learning event. While this may be true and a very important aspect of professional networking, does this imply that a formal CLE program is secondary, or that the library manager has no trainer role?

Breivik and Gee (1989) recognized the importance of bibliographic instruction in higher education, as well as the need for life-long learning and discussed in some depth various programs to achieve those goals in the academic library setting. However, they give no discussion of who is capable of conducting these programs, what special skills are required to conduct bibliographic instruction for undergraduates or faculty seminars, or how facilitators acquire the requisite skills. One has to wonder what the implications are concerning the trainer role of the library manager, and whether there is any recognition of any requisite knowledge or skills to conduct library continuing

education programs, or a recognition of any connection between conducting programs and achieving desired outcomes.

Hale (1992) recognized that the goal of library/information science graduate school should be toward developing practitioners who are able to meet the changing role of librarianship. She asserted that "The earlier expectation of graduate school as a source of specific practical training for a particular workplace is impractical in what Peters (1987) calls 'an era of customization, niche building, and user responsiveness.' The emerging practice of librarianship, certainly the specifics of information literacy..., indicates a need for practitioners who can customize rather than homogenize" (p. 134). Does this emerging practice of librarianship include the role of trainer for the professional library manager? Does the need to customize imply additional and/or unique skills which library managers do not now possess? What are these acquired skills and knowledge? Where will they likely acquire these skills and knowledge?

Ample discussion in the literature surrounds the requirements for CLE. Should there be mandated CLE? Webb (1995) stated:

The response, then, to the title question - "Continuing Education - Mandate or Option?" - is that for the individual it is a mandate. But for the organization, it is an option. The organization's option is less in whether to participate in continuing education for the profession and more in how to participate. Come to think of it, looking at the potential market of practicing

professionals and their need for learning, perhaps continuing education is not an option, after all (p. 263).

Coppola (1983) addressed the problem of the manager trainer in a tangential manner in her article Who Trains the Trainer? Library Staff Are OPAC Users, Too. Her concern was training the library staff to train patrons in the use of the libraries on-line patron automated catalog (OPAC) system, which has now replaced most library card catalogs. At the time OPACs were not common in most libraries, so this was a priority issue. She did outline some considerations for training programs, such as what type of program, who should conduct the training, what should be trained, who should be trained, what kind of training format should be used, what are the scheduling considerations, how often should training be conducted, and summarized these as the basic points to consider when developing a training program. However, she did not directly address the issues of what skills and knowledge are required to do these actions of developing and conducting training programs. Where was the issue of evaluation in her recommendations? How does one know if her efforts are effective and efficient, and, more importantly, achieving the desired outcomes? As it turns out this article was not really about training the trainer. It was more about offering another summary of an intuitive recipe for developing and conducting training.

There was no discussion of the trainer role of the library manager in any official ALA offering, nor was there discussion of the need for trainer skills and

knowledge for any of the hundreds of presenters of these continuing education seminars and workshops. This appears to demonstrate a total lack of consideration of the trainer aspect of training, and the trainer role of the library manager.

“So how do librarians learn to teach?”

Only one article was found in all of the literature searched, that even addressed the issue of training the trainer. The one article that really addressed serious library trainer issues was by LaGuardia, Griego, Hopper, Melendez and Oka (1993). This group of reference librarians from the University of California, Santa Barbara Library learned to survive in the high teaching demand situation by relying on team-teaching. But, more importantly, their observations about how librarians learn to teach hits at the very heart of this thesis. In fact, this article could almost be used as another case study for the data collection portion of this thesis, but, it will be used to emphasize what problems exist for librarians not fortunate enough to have teacher or trainer skills and knowledge going into a library training position. This scenario could easily describe the situation the library manager faces. LaGuardia, et al (1993) stated:

Teaching is very much a part of reference librarianship today.... Yet, how many library science or information science programs offer formal classes instructing librarians how to teach? We know of only a handful [five listed], and even these schools do not all routinely offer the teaching classes.... Some [librarians] take

a few education courses to acquire a basis for learning theory.... Of, course, education majors preparing to teach in ... schools usually have some kind of practicum or internship.... Librarians have no such practice ground. Usually the first time a new librarian has to make a group presentation of any kind is during the first job interview.... But inevitably, reference work requires that you do make presentations, that you go before groups of students and try effectively to communicate, oh, say the less-than-exhilarating news about the Library of Congress Subject Headings.... So how do librarians learn to teach? Usually in trial by fire.... And trial by fire can work fine. If you have any survival instincts you learn which techniques work and which make your life (and the lives of your students) miserable. Hopefully, you then throw the latter out. So yes, you probably learn these techniques. But how long does it take? In the typical solo-act 'trial by fire school,' probably years (pp. 53-55).

It seems evident that the situation described in the above quotation is less than desirable; not only for the librarians, but primarily for the learners. How many classes of students will leave the library class dissatisfied, even turned off to the library, before a librarian's 'trial-by-fire' is profitable and they have learned the necessary skills and knowledge to be effective teachers for the next group of students? How does the inadequate teaching given to students by ineffective

teachers learning on-the-job get corrected? Where do students learn what they should have learned from teachers who have not yet achieved an adequate level of proficiency? What about the librarians motto "DO NO HARM"? Would any parent want her child under the influence of a teacher who was learning to teach under a trial-by-fire situation? Why is it acceptable for adults to be taught by those who are learning to teach in a trial-by-fire manner?

Management Literature

The role of training within the manager position is well established in management literature over the past several decades. Training's increased importance in the past ten years is evident by the increased emphasis placed on the subject in most modern business and management text books. "... a manager is someone who plans, organizes, leads, and controls human, financial, physical, and information resources" (Griffin, 1984, p. 7). "Another key element in effective human resource management is training and developing employees in order to enhance their value to the organization" (p. 299).

The American Society for Training and Development publishes its *Training & Development* magazine (formerly *Training and Development Journal*) monthly to supply its members and the general management field with current theory and practice in training. Issue after issue reads like a Fortune 500 list of businesses that are conducting training and extolling the benefits of employee development. *Training & Development* covers exclaim - "Training Delivers Results To Federal Express," "Building Capability At Pacific Bell," "Peter Senge

On Learning Organizations,” “CBT [computer based training] Technologies And How To Use Them.” The regular monthly Departments include: “In Practice,” “Training 101,” “Working Life,” “New Training Tools,” and reviews of “Books.”

It is evident this magazine is a major publication for the general training field. One article stood out regarding a train-the-trainer approach to meeting a company’s performance and quality needs. Rothenberg and Drye (1991), the corporate quality assurance manager and senior quality assurance specialist, respectively, with ICI Advanced Materials, undertook a massive training program in quality for company employees.

The program entailed an enormous amount of training. But like the rest of the people who delivered the training, we were not trainers by trade. We had to go through a rigorous train-the-trainer course first. The skills we learned helped give more than 700 employees a sense of quality and a way to work in a quality-oriented atmosphere, as well as knowledge of quality’s technical aspects.... We went through two weeks of intensive orientation training with an outside consultant. The sessions lasted from 8 a.m. to midnight each day. We also observed and participated in several live quality programs delivered by the consultant (p. 43).

Within the business management area there is the same problem of manager trainer competency as in the library field. “While the gains are substantial, there are a number of reasons why using managers as trainers has

not been more widely adopted: (1) Many managers resist moving into a training activity - they do not feel competent, they feel it takes too much time,... (3) There is a major problem in developing training skills in managers in a short enough time to make the effort possible;" (Dyer, 1983, p. 193). Likewise, Munson (1984) stated:

"The other major limitation of on-the-job training is that managers often are not very expert in teaching.... Most of the managers will be fair to good; some will be excellent; some will be very poor as teachers. Add to this the day-to-day operating pressures these managers face, and you have to push this whole [bell-shaped distribution] curve toward the less able side of the graph. In your hypothetical company, it may take a great deal longer for new employees to become fully effective on the job if you rely on line managers alone to train them" (p. 31).

These appear to be significant examples of how business recognizes that not everyone is innately capable of developing and conducting training programs. Train-the-trainer programs have been in use for many years in business as a means to ensure effective and efficient training is conducted. The fundamental nature of business is that every activity be considered in light of its return on the investment and that it be focused on achieving the goals and objectives of the organization. Can librarianship speak confidently about the effectiveness of its training endeavors?

Education Literature

Teacher Education and Skills

The purpose in addressing teacher education literature is to identify, through competent authority, those necessary teaching skills and knowledge which are considered fundamental to the art and practice of teaching. From this the library profession may learn what may be applicable to training in CLE.

Cooper (1990) outlines the fundamentals of teaching in four basic competencies: the command of theoretical knowledge about learning and human behavior; the display of attitudes that foster learning and genuine human relationships; a command of knowledge in the subject matter to be taught, including not only a study of the subject matter itself, but a judicious selection of the material that can be transmitted successfully to the student; and, a control of technical skills of teaching that facilitate student learning.

Cooper goes on to outline specific skills that include planning, writing instructional/learning objectives, presentation skills, questioning, teaching of concepts, interpersonal communication, classroom management, cooperative learning strategies, and evaluation of teaching effectiveness and student learning. Each of these skills has considerable depth to it as is evident by the usual five year education for receiving an education degree and a teaching certificate.

In the adult education discipline there has been considerable research to establish the connection between teaching methodology and the results for adult

participants. Andragogy is defined as “the art and science of helping adults learn,” as opposed to pedagogy which is defined as “the art and science of teaching children” (Knowles, 1984, p. 6).

Beder and Carrea (1987) addressed this issue of teacher training in research entitled The Effects of Andragogical Teacher Training on Adult Students' Attendance and Evaluation of Their Teachers. Their findings provided guarded support for the conclusion that nine hours of training in andragogical methods of instruction for college instructors have a statistically significant positive impact on student interest in and attendance at formal higher education courses.

Matthews (1991) conducted research “to survey Army National Guard officer candidate school instructors in order to ... determine noteworthy relationships between the demographic variables and instructor andragogical orientation.... This survey revealed positive noteworthy differences in andragogical orientation across at least four of the demographic variables tested. First, teachers as an occupational group were more andragogically oriented than other occupational groups, especially the full-time military personnel [functioning as military instructors].... *Fourth, OCS instructors who responded as having high or moderate exposure to adult education principles were more andragogically oriented than those with no exposure to adult education principles*” [italics added] (Dissertation abstract).

Much research evidence confirms that teachers and trainers with some exposure to education principles demonstrate those skills in the classroom. Is there any reason to believe trainers should not know as much as possible about teaching principles in order to be as effective as possible?

Teacher In-service Programs

One of the most perplexing paradoxes of the profession of librarianship is enlightened by Broudy's (1978) explanation of a very similar paradox in teacher continuing education. "In-service study is used to update personnel in theoretical and practical developments. It is not, as far as I know, used as a substitute for the preservice curriculum. This, then, is the first of the paradoxes or anomalies that bedevil the in-service teacher education, namely, that instead of supplementing a high-quality preservice program, it is expected to take the place of a makeshift preservice curriculum" (p. 59).

When one considers that the entry preservice education for library workers is not prescribed, it is understandable that training, or analogously in-service, constitutes the only resource for gaining initial skills. Likewise, continuing education training is also the resource used for furthering initial education. 'Continuing education' takes on the duplicitous quality of being both the vehicle for entry level training and continued professional development. Is it any wonder that librarians, paraprofessionals and library workers alike are confused about the role, purpose and application of continuing library education?

The examination of the literature opens examination of many issues and questions about continuing library education. It is the scope of this study to focus on one of the most significant elements - the trainer role of the library manager.

METHODOLOGY

Overview

The primary investigative methodology was a case study of several professional library managers fulfilling a trainer role to seek answers to the questions posed above. Another important method of this study included the thorough review of published literature.

Argyris (1968) determined many years ago that much of the research being accomplished in the social sciences creates a Theory X* relationship between the researcher and the subject, with predictable consequences for the subject behavior. Since subjects are not passive beings, the only way to get around the dilemma is to involve them in the research effort. While this would rule out research methods using deception, most questionnaire studies and most requiring control groups, it brings a realistic perspective to the results of the study. Lincoln and Guba (1985) assert that “[n]aturalistic inquiry is always carried out, logically enough, in a natural setting, since context is so heavily implicated in meaning” (p. 187). A case study presents a highly feasible methodology for subject involvement in order to retain the context of the inquiry.

*NOTE: Theory X, of course, refers to Douglas McGregor's (1960) theory of human behavior which describes a worker who must be directed in all endeavors because of an inherent dislike for work. His Theory Y individual is essentially the opposite and is self motivated because he believes that work is inherently good.

Design of the Study

In order to draw from the subjects of this study the nebulous information that seems to constitute the subject of training and continuing library education, it seemed necessary to involve the subject in the data collection process in order to retain the context of the meaning which each case brings to the subject of the study. Therefore, a case study method was chosen as the most feasible methodology for this study into a subject that appears to have little, if any anterior data collected.

That data and results derived from case study research is not generalizable, in the traditional, positivistic definition of research, is generally accepted. However, Stake (1978) contends that the value of case study research must be considered from the perspective of the user of the generalization. "Case studies will often be the preferred method of research because they may be epistemologically in harmony with the reader's experience and thus to that person a natural basis for generalization" (p. 5).

In this study, where it appears there is no other empirical research to establish any normalized data or generalizable results, the description and discussion of training and continuing education issues, circumstances and experiences appears to be not only valid but warranted and necessary. Stake believes "that it is reasonable to conclude that one of the most effective means of adding to understanding - for all readers - will be approximating through the

words and illustrations of our reports the natural experience attained in ordinary personal involvement” (p. 5). If people are presented with information in the form in which they usually experience it - the case - they “will be able, both tacitly and propositionally, to derive naturalistic generalizations that will prove to be useful extensions of their understandings” (Lincoln and Guba, 1985, p. 120).

However, Lincoln and Guba (1985) propose a different theory of generalization that is neither completely naturalistic nor completely positivistic. They refer to it as the “working hypothesis” approach to the issue of generalizable research.

If broad nomic generalizations, truly universal, unrestricted as to time and space, always and everywhere the same, are not feasible products of inquiry, are there nevertheless some ways of stating outcomes that might hold in Context B, although ‘discovered’ in Context A? What are the bases of *transferability*, if not of generalization, from one context to another? ... How can one tell whether a working hypothesis developed in Context A might be applicable in Context B? We suggest that the answer to that question must be imperical: the degree of *transferability* is a direct function of the similarity between the two contexts, what we shall call ‘*fittingness*.’ Fittingness is defined as the degree of congruence between sending and receiving contexts” (p. 123-124).

Therefore, the results herein described and analyzed will be left to the reader to transfer as they deem appropriate to their context based on their experience and the fittingness between the cases outlined in this study and their own case.

Selection of Subjects

Six subjects were determined to be an appropriate sample size for the scope of this study. They were selected for study based on their relationship to the issue of the trainer role of the library manager. The only specific criteria for selection of subjects was that the individual be (or have been) a library manager and be (or have been) responsible for training of others within the profession. Gender, length of experience, type of experience, level of experience and specific education background or manager position(s) held were not considered relevant factors in the selection of subjects for the study. The main criteria was to find individuals who could speak with some authority, based on their personal experiences, to the issues involved in training within the library profession.

Protection of Subjects' Rights

An Informed Consent Document (Appendix A), approved by the University's Institutional Review Board for Treatment of Human Subjects (Appendix B), was used to explain the study and obtain the voluntary agreement of each subject to participate in the study. Although the option to tape record a conversation was included within the consent statement, none were in fact recorded due to the nature of the interview and the ability of the interviewer to capably record subject responses.

Methodology

Use of a verbal interview was determined to be the most feasible means of data collection because, it was desirable to have the data collection be as open a form as possible while still trying to focus on the relevant aspects of the trainer role of the library manager. "Such a contextual inquiry *demands* a human instrument, one fully adaptive to the indeterminate situation that will be encountered" (Lincoln and Guba, 1985, p. 187). Therefore, a semi-structured interview was conducted using some predetermined questions to help guide the inquiry toward the study objective (Appendix C). These questions were tested on two sample subjects who fit the intended profile of the case study subjects. After some refinement of both the questions and the questioning techniques, individuals were contacted, generally by referral by librarian colleagues, faculty members and the thesis committee chair, to determine whether they met the criteria described above and to request their assistance. Interviews were conducted both in person and by telephone.

The form that listed the potential questions for discussion was used to take notes and record responses, as well as impressions by the interviewer. After a brief introduction as to the purpose, scope and thesis statement, subjects were asked to describe their background in terms of education, library experience and training experiences, past and present, for which they were responsible. The definition of terms listed herein was not provided to the subjects as a reassurance that there were no 'correct' answers to the interview

and no preconceived context to the questions. The only exception was the paradigm shift question which (when asked) was explained as the change within the library profession from a bibliographic-centered model of library operation to a user-centered model of operation.

The first question was always "Is there a trainer role in a professional library manager position?" Other questions followed in whatever order they appeared appropriate to the flow of the conversation; some were answered without being asked, some were clarified in more or less detail depending on the subjects experience, and some were not asked because they appeared to be irrelevant to the subject's experience. The last question was always "What else would you like to add on this subject?" to give the subject the opportunity to contribute anything that may not have been covered in the interview that they thought was relevant, or important, or to mention something they had since thought of but not mentioned previously. The interviews averaged about one hour and fifteen minutes. The shortest was one hour and the longest was one hour and forty-five minutes.

Data Collection and Analysis

Data were collected in the form of verbal responses of the subjects and categorized into the various applicable question areas. Care was taken not to bias responses with interviewer opinion or leading clarification statements. Data were in the form of experiences, opinions, beliefs, practices, philosophies, conjectures, and anything the subject offered freely or in response to questions.

The analysis of data is a summary of the similarities and dissimilarities between cases, the consensus or diversion of opinion between cases, evidence of trends in thinking between cases, and the statements of the subjects that directly bear on the issue of the trainer role of the library manager. “[I]t seems likely that the naturalistic inquirer will always wish to chronicle and render at the factual level, to engage in interpretation for research, and, in the case of evaluation and/or policy analysis, to engage in evaluation” (Lincoln and Guba, 1985, p. 361).

The only statistical data that will be derived will be in the form of frequency and percentages. For example, “Three of the six subjects believed that their number one training resource should be a computer lab” and, “100% of the subjects felt that there was a trainer role in the library manager’s position.”

RESULTS OF THE ANALYSIS OF CASE STUDY DATA

Introduction

The purpose of this study was to determine what the current trainer role is of a library manager using an open-ended interview of a small sample of library managers. Toward this end the data were collected from six library managers currently with training responsibility for employees; in some cases employees who were direct subordinates, in other cases employees within or throughout the organization. The data were collected by means of a semi-structured interview and free responses from the subjects, as well as impressions by the interviewer, and were recorded in written notes.

Description of the Cases

The cases will be described and discussed in three primary areas:

1. The background and the context of the library manager's situation and experiences upon which they drew for their responses, in order to establish a basis for *transferability*.
2. The responses identified as directly bearing on the issue being studied, in order to determine the substantiality of the *context* of the case.
3. An estimation of the contribution to the working hypothesis (as opposed to conclusion) of the case, in order to establish a clearer basis for evaluating the *fittingness* between the subjects context and the readers context.

The majority of the subjects were female, so female gender pronouns will be used throughout all case reports. Double quotation marks will be used when citing direct quotations from the subjects comments.

The working hypothesis that will be derived from this study will be discussed in the conclusions section of the thesis. “Local conditions, in short, make it impossible to generalize. If there is a ‘true’ generalization, it is that there can be no generalization. And note that the ‘working hypotheses’ are tentative both for the situation in which they are first uncovered and for other situations; there are always differences in context from situation to situation, and even the single situation differs over time” (Lincoln and Guba, 1985, p. 124).

Case One

Context Case One has a bachelors degree and an MLS degree earned in 1981, has worked in a library network, been the director of a small public library, been the branch manager of the largest branch in a metropolitan area, and been the assistant director in that metropolitan system, which is a department of the local city government. She has been involved in training the majority of the time since the beginning of her library career about 15 years ago. Training experience includes responsibility for subordinates’ performance and professional development, as well as responsibility for the employees of the organization overall. She has not had any formal training or education in teaching.

Responses Case One believes that “absolutely” there is a trainer role in a library manager’s position. However, she prefers to view the manager role as more of a “coaching” function which includes considerable teaching and training. This was determined based on her own experience as an employee and how coaching helped her learn and improve as a librarian, as well as observing how it has benefited other employees in performance and self confidence. Case One describes the trainer role of the manager as the ‘coaching’ model, and to provide cross training resources for all employees to improve overall organizational operations. She believes strongly that there is more of a trainer role for the library manager of the future because of all the organizational changes that are taking place in their library, as well as the technological changes that have already taken place.

Regarding the paradigm shift within the profession from a bibliographic-centered model to a user-centered model of service, Case One believes this increases the scope of what needs to be trained; i.e., “societal shift has generated a demand for service and information technology to be more available, which causes training demands to be increased.” She also believes both theoretical and technical subjects are necessary and appropriate for continuing library education.

Case One feels most training can be accomplished through a common sense approach, since she is essentially self-taught. Formal training should begin with a needs analysis survey, and it could be “helpful to know something

about adult education, common teaching techniques, learning styles, and so forth.” Additionally, she believes resourcing is another valuable skill. Depending on the subject, Case One feels it is best for some programs to be developed by someone at a higher level and conducted by a good trainer.

Case One is self-taught in much of her own technical knowledge, and admits that keeping technically proficient personally is one of the more difficult things to achieve as a manager. She looks outside the mainstream library profession for much of her training expertise primarily for two reasons: 1.) the staffing levels are down which makes time a critical resource, and 2.) much of what is being trained is non-technical which makes it amenable to outside non-librarianship trainers. Case One feels strongly that the number one training resource she could most benefit from would be a large computer lab for “hands on” technical training of employees and patrons.

Regarding the question “Should librarians become trainers, or should trainers become librarians?”, Case One feels that librarians “already are trainers.” She feels training is inherent in the profession, but it “wouldn’t hurt for trainers to become librarians.”

Contribution to the Working Hypothesis Case One absolutely believes there is a trainer role of the library manager, and views the whole management function as primarily a coaching approach to her manager role. Therefore, training/ teaching takes on a largely one-to-one characteristic for her. She has

had no formal or informal exposure to teaching or training, but feels it could be helpful to have an understanding of some teaching/learning principles.

Case Two

Context Case Two has not yet completed a bachelors degree and began work in a public library doing general tasks. She began in a library system nearly 15 years ago working first with the mail-a-book program and then learned OCLC cataloging. Later she moved to a larger city library working in ILL for about two years before getting a position with a special library. That position lead into a management position as circulation manager and responsibility over the reserve system. Case Two has been involved in training the majority of her time since the beginning of her library career by training high school classmates in bibliographic instruction. Training experience includes responsibility for mostly graduate and undergraduate workstudy students. She also holds a prominent chair in the state-wide operations associates organization. She has had no formal training or education in teaching.

Responses Case Two believes there is a trainer role in a library manager's position. This was based on her own experience with the "ever changing" library environment. The growth of the field, the changing technology and sources of information, changes in specialized staff functions, the needs for cross-training, all contribute to the training needs within the library. In Case Two's particular situation, working with student employees, there is a great deal of turnover with generally continuous training required. Her description of the

trainer role of the manager is to promote, develop and enhance the individual employee's personal and professional growth, as well as to play a role in the retraining required as a result of redistribution of work and restructuring of positions. She believes there will always be a trainer role for the library manager, but not necessarily a greater role in the future.

Regarding the impact of the paradigm shift within the profession, Case Two believes that the need will be to teach the public about new information technology. She also believes both theoretical and technical subjects are necessary and appropriate for CLE, but generally technical subjects are more appropriate for paraprofessionals and theoretical subjects are more appropriate for professionals. The foundation and fundamental theories are good for all library workers, because "when you don't understand the philosophy you don't share the same goals." Case Two feels that there is a good balance between technical and theoretical at about 50-50.

Case Two likes to learn from others with experience and "hindsight" about training matters. She feels most training can be accomplished through a common sense approach, since she is essentially self-taught.

Case Two is self-taught in much of their own technical knowledge, and uses books, book reviews and periodicals to keep technically proficient. Self-initiative is the best trainer because people need to be inquisitive and eager to learn all they need to know about their job. "One can get theories from books, but experience is the best learning vehicle." Case Two looks inside the

mainstream library profession for much of her training expertise primarily because she feels librarians are getting out in the profession more in recent years to network and address the issues that need training. Case Two feels strongly that the number one training resource she could most benefit from would be people with many years of experience in training and in librarianship.

Regarding the question “Should librarians become trainers, or should trainers become librarians?”, Case Two feels that either way would be acceptable as long as there was balance between the two aspects of the individual’s abilities. Trainers have to work with others, so people skills are most important to being a good trainer.

Contribution to the Working Hypothesis Case Two believes there is a trainer role in the library manager position. However, she seemed less in tune with the role and functions of a manager than other cases interviewed. She seemed to be very people oriented and felt that a very humanistic approach to the manager role was most appropriate to her personality. Case Two had no formal exposure to teaching or training and did not seem able to specifically address the issue of its importance in her management responsibilities.

Case Three

Context Case Three has a bachelors degree and an MLS degree earned in the early 1970’s, has worked in a management position since then (except for a short sabbatical), in academic, public and special libraries, has been associate director of a small academic library, been the head of public services in a special

library, and is now a staff development manager in a large city public library system. She has been involved in training periodically since the beginning of her library career over 20 years ago. She now has training and development responsibility for all employees within the system, without any direct subordinates. She has had some informal training or education in training.

Responses Case Three believes that “absolutely” there is a trainer role in a library manager’s position, but most managers do not see it as a major priority. This opinion was determined based on her observation that “people don’t know what they should know to do their jobs.” She observes generally poor performance by most employees because they have not received adequate initial training or education, therefore the remedy is employer offered training. Case Three’s description of the trainer role of the manager is to provide “systematic training for professional development, technology, cross training” and to be conscious of the need for on-going needs assessment for training. She sees too much of the attitude that “it’s your personal problem to get trained.” The system needs to be more proactive in providing training opportunities. She believes strongly that there is more of a trainer role for the library manager of the future because of all the changes taking place in libraries, and that it needs to be part of some managers’ job descriptions. Most important to performing her training responsibilities is the support of the library director.

Case Three believes all subjects are appropriate for CLE, whatever theoretical and technical subjects are necessary for library workers to do their job

“optimally.” She uses the ALA “Inside Libraries” video tape series in brown-bag lunch settings and generally takes every opportunity to conduct some kind of training. She feels that while theoretical training is useful, it is less important for “lower level task” type positions and that many employees are unclear about the relevance to themselves in some theoretical subjects.

Case Three feels that an effective trainer must be interested in training and professional development, as well as flexible, resourceful, and good in planning and execution. She feels a manager does not need a teacher background to be a good trainer, since she “picked it up using general management skills.” She believes “teaching is not a professional skill in itself.”

Case Three looks outside the mainstream library profession for much of her training expertise, but it depends on the emphasis of the subject. She feels strongly that the number one training resource she could most benefit from would be to have a “good trainer and be able to get the best.”

Regarding the question “Should librarians become trainers, or should trainers become librarians?”, Case Three does not think it is required for the trainer to be a librarian or for all librarians to be trainers. The important element is that the trainer has the necessary expertise.

Contribution to the Working Hypothesis Case Three absolutely believes that there is a trainer role for the library manager, and that for some it should be formalized in their job description. This role is primarily a resourcing and

coordinating role to provide the training based on needs assessment. She had no formal exposure in teaching or training and feels it is not necessary.

Case Four

Context Case Four has a bachelors degree in education and an MLS degree, has worked as a public school teacher, been a library media specialist, been the librarian responsible for bibliographic instruction of undergraduates for a medium-size university, been the manager of technical services, ILL and automation for a large urban public library system, and is now manager of technical services and bibliographic instruction, with a staff of five, for an urban community college. She has been involved in training much of her career, she feels largely due to her teacher background. Training experience includes training a reference staff of 22 and 60 volunteers on a new automated catalog system in the urban library system, as well as training staff, faculty and students in bibliographic instruction and library systems at the community college.

Responses Case Four believes there is “definitely” a trainer role in a library manager’s position, at all levels from the sponsor to the conductor of the training. She also feels the extensiveness of the role is generally dependent on the size of the organization. This was determined by her own “working manager” experience, and feels training is a logical extension of the manager’s work. She believes her teacher expertise and the management function combine to make the trainer role inherent in the management role. Case Four’s description of the trainer role of the manager is the coordinator of work flow, worker performance,

and the focal point of documentation of policies and procedures and communicating information. She is unsure about the trainer role for the library manager of the future expanding beyond its current level because of all the technological advances already made that appear to have leveled off, thus the demand for more training appears to have leveled off.

Regarding the paradigm shift within the profession from a bibliographic-centered model to a user-centered model of service, Case Four believes the impact is to create a leadership role for training patrons, and it requires more staff, facilities and equipment than in the past, “but it is still more in facilitating resources.” She also believes both theoretical and technical subjects are necessary and appropriate for CLE, because “its good to understand the why pros and cons of applications.”

Case Four feels her background in education is “invaluable in making decisions about what, how, developing goals and objectives, etc.” It has also contributed to her being comfortable in front of people. She keeps her own technical skills current on the job. She believes train-the-trainer programs do not work “without including teacher skills because teaching is not a natural skill.” Case Four looks outside the mainstream library profession for most of her training expertise in technical subjects, but uses the library network to find library oriented resources for training. Case Four feels strongly that the number one training resource she could most benefit from would be more facilities to accomplish end user training.

Regarding the question “Should librarians become trainers, or should trainers become librarians?”, Case One feels that it does not matter as long as the trainer has both skills. Primarily the subject matter dictates how much librarianship expertise is necessary, or how much trainer expertise is required.

Contribution to the Working Hypothesis Case Four believes there definitely is a trainer role for the library manager. This role is primarily a coordinator of resources and director of work performance, as an extension of the management function. She does have a formal background in teaching and felt it was very important to fulfilling her responsibilities in decision making about training and training resources, as well as actually conducting training.

Case Five

Context Case Five has a bachelors degree in education and an MLS degree earned within the past few years, has worked in a library network conducting various training, worked in the technology lab as a graduate teaching assistant during the MLS program, and is currently the director of library information technology division of a state library. She has been involved in training for several years in a vocational position, after teaching public school and before beginning the library career. Training is a major requirement of her current position.

Responses Case Five believes that “definitely” there is a trainer role in a library manager’s position. This was determined based on her own experience with many employees and volunteers who have no library education or

experience and the “need for continuing education is constant to keep up.” There is a need for training in-house as well as out-sourced training “to meet specific, tailored as well as general training needs.” Case Five described the trainer role of the manager as to “assume the training function or manage the fulfilling of those needs.” She believes there is an increase in the trainer role for the library manager of the future because of the much greater requirement for user needs assessment and training developed to address those needs.

Regarding the paradigm shift within the profession from a bibliographic-centered model to a user-centered model of service, Case Five believes this increases the scope of what needs to be trained, since managers are more humanistic today than years ago. It takes more training and work to do that kind of people-centered management. She also believes there is a greater need for technical subjects training because of the performance based issue and that other theoretical subjects are high cost that may not be as necessary for CLE.

Case Five feels her teacher background was highly transferable and useful in satisfying her training responsibilities. She also believes it is important to know one's strengths and weaknesses, as well as have a mentor (from which she benefited greatly).

Case Five keeps technically proficient personally by attending workshops, “eavesdropping at conferences,” reading the literature, networking with colleagues, as well as studying on the job. She looks inside the mainstream library profession for much of her training expertise, but know that others go

outside to satisfy their training needs. Case Five felt strongly that the number one training resource she could benefit from the most would be a large, state-of-the-art computer lab for training people from all sectors.

Regarding the question "Should librarians become trainers, or should trainers become librarians?", Case Five feels that training offers good opportunities for development for librarians. Trainers should make good librarians, as well as have a position with good opportunities.

Contributions to the Working Hypothesis Case Five definitely believes there is a trainer role for the library manager, and that the manager must take the lead in providing training activities and other training resources. She feels her teacher education and experience are valuable in fulfilling her responsibilities, but it takes more than just training in teaching to be a good trainer; it takes people skills and the technical knowledge of the subject.

Case Six

Context Case Six has a bachelors degree and an MLS degree earned in the late 1970s, has worked extensively as an information broker and library consultant, has been the director of a public library, is currently the training director for a large metropolitan public library system, and has been since 1990. Her training experience includes responsibility for subordinates' performance and professional development, as well as overall responsibility for the employees of the organization. She has no formal teacher education.

Responses Case Six believes that “absolutely” there is a trainer role in a library manager’s position. For her it involves training and professional development for all 200 employees within the system, primarily at this time on a new on-line, automated system. Train-the-trainer programs are also a part of the library system’s overall training plan. Her system tries to adopt the “learning organization” philosophy and this too takes considerable training and communication of goals and ideas. Case Six’s description of the trainer role of the manager of the future is that philosophically the role should grow and expand to meet the requirements of new technology, but it depends largely on the organization.

Regarding the paradigm shift within the profession, Case Six believes that the impact is changing the “whole organization’s philosophy in that training for patrons is driving a trainer role” and technology is now for patrons as well as employees. She also believes that both theoretical and technical subjects are necessary and appropriate for CLE, and that all programs should be open to all levels of staff.

Case Six feels that understanding and using a community needs analysis approach has been the biggest aid in developing training programs, and that general management skills are more useful than teacher skills because there is so much resource management in the training function. “Lots of training is really practicing good management.” Managers without “innate teaching skills” should

seek assistance in conducting training. She has conducted train-the-trainer workshops, somewhat informally, in the past.

Case Six's library has done considerable informal training in the past to maintain professional and technical skills, but more recently her system has begun to conduct more formalized training programs. She feels certain that the number one training resource she could most benefit from would be "having enough staff so that training can be a daily part of each person's job."

Regarding the question "Should librarians become trainers, or should trainers become librarians?", Case Six feels that "good librarians have always been good trainers." "The best trainers are those with the most experience in the field and able to make connections with topics and the whole bigger picture."

Contributions to the Working Hypothesis Case Six was absolutely convinced that there is a trainer role for the library manager. She feels that a sound management practices approach to the trainer role was most appropriate to her situation, although she had conducted train-the-trainer workshops in the past. She recognizes that some managers do not have innate teaching skills and should seek assistance in conducting training.

Case Methodology Summary Although the average interview lasted over one hour, for the sake of succinctness the synopsis herein recounted distills the essence of the subjects' responses pertaining directly to the statement of the problem. Considerable additional information, opinion and experience were recorded that contributes to the whole body of information about library

managers and continuing library education, but is not directly relevant to the issue of the trainer role of the library manager. That information is therefore excluded to allow a more focused discussion of the topic.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This section will address a summary of the study as a whole. This includes an exploration of the working hypothesis derived therefrom, conclusions drawn from the cases, areas for further study, and recommendations for approaches to the issues raised herein.

Summary

This study was an initial effort to collect data on one specific issue that is integral to the whole topic of the responsibilities of a professional library manager - training, that has been relegated to a footnote at best. While the literature is abundant on the topic of continuing library education, an issue that bears directly on performance and professional development of those within the profession, there is virtually no substantive literature on the trainer role of the library manager, or on the skills and knowledge necessary to perform the trainer function of the library manager.

Working Hypothesis

The working hypothesis derived from the analysis of the case studies involves three elements. These are: a) the existence of the trainer role of the library manager; b) what the trainer role may be; and, c) the importance of teaching skills and knowledge to the fulfillment of the library manager's responsibilities.

A Trainer Role Exists It is evident that all the cases interviewed believed, without hesitation, that there definitely is a trainer role of the library manager. Intuitively, there should be little doubt of that when considered in light of the basic management functions all management positions contain. But, hearing from specific individuals in library management positions that there is indeed a prominent trainer role, creates an awareness that should not be dismissed from consideration in more depth and in more regard for its relevance to the management function.

The Trainer Role Defined The description of the trainer role of the library manager by the cases ranged from “a coaching approach” to “a very humanistic approach” to “primarily a resourcing and coordinating role” to a “sound management practices approach.” This diversity in perception represents differences in job responsibilities, organizational structure and culture, and personality based management styles, certainly. But, it also represents a fundamental lack of understanding of the deeper implications and applications of training as a fundamental element of the human resources development function of management. Training is the resource for achieving the professional competence and high performance, as pointed out by Roberts and Konn (1991), that enables any profession to embrace the changes of the future and grow as a profession.

The Importance of Teaching Skills There was a noticeable split among the subjects on this point. There were those who felt teaching skills were

not necessary for their successful performance as a manager, even one who said “teaching was not a professional skill,” and, those who felt it was important, even one who described it as “invaluable.” This clear division of perception and experience is indicative of the old adage “People don’t know what they don’t know.” It was clearly reinforced during these interviews, because several of the subjects also had no detectable knowledge base for assessing what are some of the necessary or desirable skills and knowledge of a manager responsible for training, or for a trainer.

Summary All subjects concurred on the primary statement of the problem - a trainer role of the library manager does exist. They had diverse opinions about the definition/description of that trainer role. They were divided on the issue of the importance of teaching skills and knowledge to the completion of their manager responsibilities. These findings were generally as expected and do not represent a major contradiction to anything contained in the literature concerning training or management.

The subjects interviewed for this study were all very successful library managers, capable and concerned professionals. However, they seemed less in tune with the role and functions of a manager than others in other professions this author has known who have received both management education and training. Additionally, they were considerably less conversant in training than other trainers this author has known and did not seem able to discuss specific examples which apply to training’s importance. Inherently they believe that

training is important, as virtually everyone does, but seemed unsure specifically what the individual and organizational benefits are of training.

Those who were most conversant about training felt it should be formalized in their job description. Yet, others felt it was a natural extension of their management activities of coordinating resources and directing work performance. The point being that there is no generally recognized or accepted standard for the manager's role and management functions within this profession. It does not appear well defined, as evidenced by the lack of literature addressing the library manager's role, or even very well educated or trained, as evidenced by the relatively few management courses in most library schools' curriculum.

Conclusions

The Study

James R. Kidd (1959) stated "...theory without practice is empty and practice without theory is blind" (p. 68). Without any exposure to the fundamental body of knowledge in a given discipline, an individual can not know through intuition and practice alone (with any practical understanding), what the principles or practices are that constitute the adequate practice of that discipline. Therefore, those subjects without the teacher education or background in training of the others, believe that no special knowledge or skills are necessary.

Individuals who desire to teach in the public school system are required to be educated in the art and science of teaching, based on that discipline's body of

professional knowledge. Anyone else who desires to teach anything else in any other sector simply has to convince a sponsor/employer/host that they can accomplish the desired objectives. We ask for no special knowledge or skills (except possibly in the subject matter concerned) for most trainers, and often times expect individuals to teach with no prior experience at all.

Some of the subjects of this study appear to have no definite thought about the importance of teaching skills and knowledge and how it is accomplished, or a general understanding of the learning process upon which teaching is founded. While one subject stated that her degree in education and teaching experience were “invaluable,” another commented that “teaching is not a professional skill in itself.” One must wonder if the latter subject would condone the hiring of unskilled teachers in the public school system, or if she thinks twice about questioning an individual’s qualifications for conducting a professional seminar, continuing education workshop, or CLE class.

Technology Issues

It appears evident to most observers that access to information and information transfer is becoming the wave of the future. Advanced electronic communications, the Internet, the business sector’s search for the competitive market advantage, other social, economic and scientific factors, have all combined to usher in what is commonly referred to as the “information age” (Shultz, 1986). The impact of all this new technology on the issue of information transfer, and subsequently library services has exacerbated the transition from

an old bibliographic-centered paradigm of librarianship to a new user-centered paradigm within the profession (Achleitner and Hale, 1989).

Integral to this issue is the application of technology within the field and the education, training and professional development required to make a transition from the current state of technology and service to some more advanced state of automation and service that better meets the demands of the customers being served.

Continuing Education

There appears to exist a fundamental confusion about the role of continuing library education, in light of the duplicitous role it fulfills in the profession (described on page 25 above). Not only does continuing education describe true *continuing* education activities, it also describes initial entry training. No one should dispute the need for continuing education activities, but it appears to need a more definitive definition and activities developed to address the appropriate level and audience of education or training.

Generally opposing views of continuing library education include the pro - CLE is necessary to keep current in skills and apace with changing technology, and con - CLE is ineffective and low priority for limited resources (Roberts and Konn, 1991). While both views have valid arguments, they are not really in opposition when one considers that a train-the-trainer approach could satisfy both sides. Training trainers would make the CLE more effective and enable employees to achieve the increase in competency that would offset the cost of

CLE. "It is recognized that CPD [continuing professional development] programmes are more likely to achieve their stated aims when they are placed in the care of persons proficient in techniques appropriate to adult education" (Roberts and Konn, 1991, p. 50).

Another portion of the literature discusses the nature of continuing education offerings being experienced. Biggs (1995) commented:

That most learning from conventional continuing education events and courses occurs in the hallways and coffeebreak schmoozing has become a truism, and I am disturbed by our acceptance of it, our readiness to admit that the events' supposed focal points are of comparatively little value. 'The professor was out of date, but the other students were *great people*.' 'No, the program was dull, but I really go for the contacts, anyway.' The fact that *something* useful happens is no longer enough. The question is, Was it worth it? Given the scarcity of funds and staff at every library I know of, was it worth it? Travel costs, lost time from work costs more, and lost time from R and R - from personal restoration, from family, the time that refreshed us to take up the reins again - is not cheap. These programs must be worth our while, must be irreplaceable by cheaper, more accessible means (p. 177).

Biggs (1995) goes on to declare that published professional literature would be the best continuing education format for her. "Not manuals, of which ALA subgroups are churning out plenty, but writing that can challenge us, stimulate us, put us in touch with the research findings applicable to our fields. Well-written, interesting, theoretically based, scholarly presentation of research" (p. 178). It appears her CLE interests may be driven primarily by her past history with CLE offerings she cites this way: "Memories - of infuriating wasted days. Of unprepared or inept speakers. Bad handouts. Dreadful transparencies. Tenth-rate multimedia. Outdated notions.... Courses pitched to the wrong level.... And yards and yards of white space in the form of late starting times, early ending times, long lunches, all designed to stretch four or five content hours over a whole day" (p. 177).

Briggs highlights some very common and significant concerns about CLE, and continuing education in general. All of the situations she identified are all too real in too many training sessions of all kinds. They deal with routine instructional elements and could have easily been remedied by a minimal amount of training of the trainer.

Teaching

Robert Luke (1987) wrote "I acknowledge the wisdom and inventiveness of those many teacher trainers in the field of adult education who, over the years, have endeavored to help me learn that teaching is not (only) talking and that learning is not (merely) listening" (p. 6). This is a succinct statement of the fact

that seems to elude most people thrust into the situation of being required to teach others, yet are unprepared in an understanding of the fundamentals of teaching.

Cooper (1990), mentioned in the literature review, bears repeating here. He states that a teacher “needs the command of theoretical knowledge about learning and human behavior.” He comments that educational recipes and standardized procedures were formally and informally passed on to new teachers to help them survive in the classrooms. Even though this practice still exists, many disciplines (e.g., psychology, anthropology, sociology, linguistics, and cybernetics) all offer scientific data to help teachers interpret the complex reality of their classrooms.

Cooper believes that “those teachers who lack the theoretical background and understanding provided by such scientifically derived concepts can only interpret the events of their classrooms according to popularly held beliefs or common sense. Although common sense often serves us well, there is ample evidence that teachers who habitually rely on it will too often misinterpret the events in their classrooms” (p. 4). He also asserts that a teacher needs a command of knowledge in the subject matter to be taught, and this has “two aspects: (1) a study of the subject matter itself, and (2) a judicious selection of the material that can be transmitted successfully to the student.... Teachers must, therefore, rethink much of the content of a particular discipline as it relates to the lives of their pupils” (p. 6). Cooper’s explanation of these fundamentals of

teaching only serves to demonstrate in more insightful and analytical detail what Luke stated; to paraphrase, teaching is more than just talking and learning is more than just listening.

Trial-by-Fire

The example discussed on page 18 of the team-teaching reference librarians was not to criticize them for doing all they can to survive in their job and learn to be effective teachers. At least they care enough to put forth the effort to learn and improve, and they recognize that they have a lot to learn. If there is any criticism, it should be placed at the feet of the library managers who ask librarians to do things they are not prepared to do, fail to provide them with the training necessary to gain the essential skills and knowledge to do the job required of them, and the profession that continues to place low priority on skills and knowledge that are obviously essential to those working in the profession. This includes the library and information science schools. Teaching and training are fundamental activities and skills for managers in today's world.

Training

The following excerpts from *Training & Development* represent the kind of practice and understanding of the body of knowledge of training and professional development that makes training effective. In the retail sales sector one consultant suggests: "The way we evaluated sales training is another example of how to determine if training adds value in ways that mean something to the organization. ... Measuring the effectiveness of such training is a challenge

because so many factors influence its outcome. We used classic methods of testing for product knowledge and the ability to demonstrate merchandise. But we also looked beyond individual performance to the measures the company used for evaluating its selling results” (Chaddock, 1995, p. 24). Training is not something that is intuitive or common sense knowledge. Training professionals offer much profound and useful information for developing a profession and improving work performance and basic worker competency.

Recommendations

Library School Education

The investment in time and education to be a highly effective teacher is enormous. In light of other responsibilities of the library manager, it appears desirable to make some fundamental beginning to teaching/training principles a part of library education prior to assuming those responsibilities. This approach would address the professional sector of the librarianship field.

The solution that Ostler and Dahlin (1995) envision includes reformed library school curricula, and “library educators and practitioners must learn to work together to create innovative library education programs.” They cite two specific examples, one of which is “Emporia State University has developed a cogent new curriculum for library education at both the master’s and doctoral levels” (p. 684). They also see a need for making the library school accreditation process for more rigorous, and possibly even certification of librarians as qualified information professionals. “Until the library profession takes its

responsibility to ensure competent information service to the general public more seriously, it will never be looked upon as a full-fledged profession” (p. 684).

Professional Associations

ALA publishes a continuing education brochure annually that includes a multitude of CLE workshops and other activities. The 1995 brochure stated “Whether you are an entry-level professional, mid-career librarian, senior management staff or trustee, the American Library Association has some type of continuing education resources for your own development or that of your staff.” There is no mention of any comprehensive train-the-trainer courses or workshops available through the sponsorship of ALA. There is also no appearance of any coordinated CLE program. Both are extremely desirable.

ALA and/or state library associations should begin to sponsor and/or conduct more train-the-trainer seminars, workshops and courses to stress the importance of learning the trainer skills and knowledge that will lead to more effective and efficient CLE.

Training is an activity designed to accomplish specific objectives dealing with transfer of information and development of behaviors that improve the working environment. When the teacher profession is totally devoted to teaching and education, it appears reasonable to examine the training function in the light of that discipline’s literature, fundamental principles and applications.

Additionally, resolving the dichotomy of the purpose of continuing education by creating some entry level education/training requirements for the

para-professional and support staff sector of the field would allow all workers to begin with some common body of knowledge, even if it is only general education. Then “continuing” education could be just that and not utilized for initial education.

Entry Level Education

According to Issue Paper #2 (ALA, 1991), “More characteristically paraprofessional basic library training comes from on-the-job experience and from co-workers supplemented with local library or system staff development and continuing education programs. In larger libraries or library systems staff development for paraprofessionals may be systematic to the point of an established curriculum but more often it is not” (p. 1). This demonstrates the duplicitous role of CLE very effectively.

Showing or telling one person about some new knowledge involves primarily being able to communicate using a common language to tell one person what the other person knows (or thinks they know) and the approach is very individualized. The learner may ask questions, clarify, start over, ask for examples, request to be shown again and again, and generally have their needs satisfied to whatever degree is required. In a more structured setting with several learners and the constraints of time, resources, disparate learning styles and abilities of individuals within the group, it becomes a completely different situation and takes on more complex characteristics.

Teacher In-Service Models

The training function of professional teachers in their in-service setting is useful to compare what the trainer role of library managers could be and how the requirements of teachers for continuing education might be applicable in librarianship. Regardless of the form it takes, the ultimate importance of professional development is that it does take place, and as effectively as possible to meet the needs of the individuals within the profession.

Of all the multitude of teacher in-service or teacher development models in use and in literature, Lieberman and Miller (1978) asserted; "We reject the idea of giving courses and workshops to individual teachers in isolation from their peers and the school. We further reject the notion that teachers can be 'taught' or 'trained' to be better teachers by the mastery of mechanical behaviors outside of a context of theory and practice. We accept and explore further the fact that development means working with at least a portion of a staff over a period of time with the necessary supportive conditions." (p. ix) This statement identifies two important elements of training teachers, the need for theoretical foundations in teaching, and the need for necessary supportive conditions. They describe two fundamental approaches that appear to offer interesting possibilities for implementation within the library profession, not only for librarianship professional development, but for developing librarians as teachers through these in-service models.

Individual Staff Development Model. This model was reported by Zigarmi, Amory and Zigarmi (1978). "The individualized program is based on the

assumption that staff members bring different experiences to the development activities they participate in and that these shape the way they see the problem” (p. 162). Their model encourages teachers to look at their classrooms, curriculum, and interactions with students to identify practices that are ineffective and inconsistent with their beliefs about teaching. It is also grounded in “the assumption that this it is important for a teacher to engage in a self-examination problem-solving process and work a problem through to the point where she/he can see results in the classroom. Furthermore, the program is based on the belief that staff development must be continuous and that teachers need support if they are going to admit to a problem, seek help, and change what they do in classrooms” (p. 162). Good advice for librarianship as well as teacher training.

Zigarmi, et al. (1978) stress that there are negotiable and nonnegotiable aspects of the model. Negotiable elements include such things as forms, formats, times, and locations. Nonnegotiable aspects specifically apply to the goals of the program and “the process it prescribes for needs assessment, resource identification, proposal development and review, follow-up, and evaluation. The model is designed to help staff become increasingly more reflective about their work with students in the classroom and more responsible for planning and evaluating their own professional development projects” (p. 170). More good advice for the professional development of librarians.

Teacher Center Model Zigarmi (1978) offers an alternative model for teacher development called the Teacher Center. “A teacher center is both a

place and a concept. It is a place where teachers exchange ideas, talk over problems, acquire skills, and have access to resources they can use and adapt to their own classroom situations.... A teacher center is also a concept that demonstrates the value of teachers' taking more responsibility for their own staff development and fosters teachers' understanding more about how children learn" (p. 192). The teaching center provides access to resources, collaboration to work on common problems, a forum to learn more about how students learn, help with curriculum development skills, and an amalgamation of all elements of the school in the center program.

The teacher center is founded on the assumption that teachers have different needs at different times and they know best what are those needs. Professional development is continuous but not achieved or required at an even pace, but rather in spurts. A teacher's understanding of the need for change or improvement takes time and is usually experience or situation driven, making the availability of the teacher center important to the teacher's demands. A teacher resource center appears to be an essential support component of teacher development.

Suggestions for Further Study

Further study in any aspect of the library manager's functions, responsibilities, initial and continuing education would be productive and contribute considerably to the development of the profession of librarianship.

Specific suggestions for further study are the following:

1. A more in-depth study of the management functions, activities and attitudes of library managers, patterned after Mintzberg (1973) and/or Helgesen's (1990) adoption of Mintzberg, could reveal considerable information concerning the nature of the library manager's position and work activities, as well as adequacy of professional education, and the needs for professional continuing education.

2. A more in-depth study of the means whereby library managers maintain their technical competency could reveal important information and trends concerning the successes and/or failures of continuing library education within the profession.

3. A more in-depth study on the training ability of the library manager, and its impact on the future performance of workers and their ability to keep pace with changing technology and changing paradigms, could shed light on the need for broader management education by library schools.

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Informed Consent Document

INFORMED CONSENT DOCUMENT

The School of Library and Information Management supports the practice of protection for human subjects participating in research and related activities. The following information is provided so that you can decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time, and that if you do withdraw from the study, you will not be subject to reprimand or any other form of reproach.

The procedure to be followed is a semi-structured interview by the researcher to determine your personal experiences and opinions concerning the "trainer role of the library manager." This interview is verbal and may be recorded for future reference of the researcher in order to ensure accuracy of comments and meaning of responses and comments. Your participation is entirely voluntary.

There should be no physical discomfort associated with the interview and any questions that may be interpreted as embarrassing or irrelevant, you may feel free not to answer with no consequence. There should be no personal risk involved with this research, since the intention is to glean information from your personal experiences which bear on the issues of the study; "the trainer role of the library manager." The information you provide as a result of the interview will be kept in strictest confidence and your name or other identifiable personal characteristics will not be associated with any of you contributed data in any written publication.

The benefits expected to be derived from your participation in this study are to share your experiences with others in this area, generate an element of reflection on your own experiences and create a body of data that may reveal trends and/or courses of action within this discipline.

As an alternative to this structured interview, you may wish to provide a written response to a questionnaire, or you may prefer not to be recorded. Either of these alternatives are available upon request. However, the data you generate for this study through these alternative means may not be as complete, detailed or useful as you might otherwise desire.

"I have read the above statement and have been fully advised of the procedures to be used in this project. I have been given sufficient opportunity to ask any questions I had concerning the procedures and possible risks involved. I understand the potential risks involved and I assume them voluntarily. I likewise understand that I can withdraw from the study at any time without being subject to reproach."

Subject and/or authorized representative

Date

University Review Board Approval



March 22, 1996

Stephen Matthews
SLIM
Box 4025

Dear Mr. Matthews:

The Institutional Review Board for Treatment of Human Subjects has evaluated your application for approval of human subject research entitled, "Master's Thesis entitled The Trainer Role of the Library Manager." The review board approved your application which will allow you to begin your research with subjects as outlined in your application materials.

Best of luck in your proposed research project. If the review board can help you in any other way, don't hesitate to contact us.

Sincerely,

John Schwenn, Dean
Graduate Studies and Research

pf

cc: Martha Hale

Question Form/Recording Document

- Q. **Who should conduct CE training in theoretical knowledge within the field for librarians?**

- Q. **What special skills are required of the professional library manager to develop CE programs within librarianship?**

- Q. **What special skills are required of the professional library manager to conduct CE programs within librarianship?**

- Q. **Where do the librarianship CE trainers get their technical knowledge?**

- Q. **Where do the librarianship CE trainers get their teaching skills?**

- Q. **Where does a library manager find CE trainers with technological knowledge and teaching skills within the field of librarianship?**

- Q. **Where are technically skilled library trainers mostly found; outside or inside the “main stream” library profession?**

- Q. **If you had unlimited resources, what would be your #1 training resource?**

- Q. **What are your thoughts on this question: “Should librarians become trainers, or should trainers become librarians?”**

- Q. **What else would you like to add on this subject?**

Thesis Questions

[*Thesis Statement: Analyze the current trainer role of the professional library manager.*]

Introduction: NO preconceived RIGHT answers to any questions.

NO preconceived CONTEXT to any questions.

- Q. Is there a trainer role in a professional library manager position?

- Q. How did you determine this?

- Q. What is the trainer role of the professional library manager?

- Q. Is there a trainer role in the professional library manager position of the future?

- Q. If we assume that there is an emerging practice of librarianship (shifting from an old bibliographic-centered paradigm to a new user-centered paradigm), does it include the role of trainer for the professional library manager?

- Q. What are the implications concerning the trainer role of the professional library manager in light of the multitude of assertions that bibliographic instruction and continuing education are essential endeavors of librarianship?

- Q. Should librarianship CE training include only technical application knowledge?

- Q. Who should conduct CE training in technological advances within the field for librarians?

- Q. Should librarianship CE training include theoretical knowledge in CE programs?

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May 3, 1996
Date

The Trainer Role of the Library Mo
Title of Thesis

Dorey Cooper
Signature of Graduate Office Staff

May 3, 1996
Date Received