The Future of Human Resources in Canadian Libraries

The 8Rs Research Team

University of Alberta

Ernie Ingles (Chair), *Vice-Provost (Learning Services) and Chief Librarian*

Kathleen De Long, *Associate Director, Finance and Human Resources*

Chuck Humphrey, *Data Library Coordinator*

Allison Sivak, *Research Associate*

Tandem Social Research Consulting

Dr. Marianne Sorensen, *Chief Methodologist*

Jennifer de Peuter, *Research Associate*

ːRs CANADIAN LIBRARY HUMAN RESOURCE STUDY
ÉTUDE SUR LES RESSOURCES HUMAINES DANS
LES BIBLIOTHÈQUES CANADIENNES

Table of Contents

Section E: Retirement

Section F: Staff Retention: Inter- and Intra-organizational Mobility

Section G: Education

Section H: Continuing Education

Section I: Quality of Work and Job Satisfaction

List of Tables and Figures

CANADIAN LIBRARY HUMAN RESOURCE STUDY

CANADIAN LIBRARY HUMAN RESOURCE STUDY

APPENDIX B: SUPPLEMENTARY TABLES AND FIGURES

Executive Summary

Section A: Introduction and Background

This research project began in response to calls for a greater understanding of several intersecting human re-source challenges believed to be facing Canadian libraries. Of primary concern was that of having a sufficient number of adequately trained and experienced staff that could succeed a senior librarian workforce poised to retire in large numbers over the next 5 to 10 years.

In recognizing that retirements cannot be viewed in isolation from a number of interrelated factors, however, the research also encompasses such matters as recruitment, retention, education and training, and quality of work, all within a context of changing library and library staff roles. Specifically, the 8Rs research team highlighted eight elements necessary to address the status of human resources in libraries across the country: recruitment, retire-ment, retention, rejuvenation, repatriation, re-accreditation, remuneration, and restructuring (the 8Rs).

A parallel concern with that regarding a potential human resource shortage is the perceived need to rejuvenate mid-level staff who, because of downsizing and hierarchical flattening, have not been provided with the oppor-tunity to prepare themselves to fill the roles that will arise from retirements. Questions surrounding educational requirements, occupational competencies, and the provision of training opportunities also play into the cultiva-tion of needed skills, knowledge and abilities of library staff.

This report represents the culmination of nearly three years of research, including a survey of 461 library ad-ministrators and human resource managers, a survey of over 2,200 librarians and nearly 2,000 paraprofessionals (non-MLIS staff, excluding library clerks), in-depth telephone interviews with 17 library administrators, and 3 focus group sessions. In addition, a literature review and analyses of existing data were conducted.

The report, therefore, covers much ground that has never before been examined in libraries. The 8Rs study pro-vides the data and analysis to inform national coalitions and partnerships between libraries, educational institu-tions, and representative professional associations about the issues surrounding the supply and demand of the workforce. In doing so, the study permits an unprecedented opportunity to assess the sector's readiness to accom-modate change and to illuminate potential strategies that can be used by libraries in planning their own human resources.

Although we recommend and hope that most individuals will read this report in its entirety, we are well aware that because of the sheer size of the report, not all individuals will be able to do so. We have thus tried to construct this executive summary and the consolidation of the human resource implications presented in the next section

to include the major findings, conclusions, and implications. Alternatively, readers might also use this report as a reference tool in which they can examine specific sections and tables of the report that are applicable to their area of interest.

Section B: Methods

The research methods involved three major stages, with each consecutive stage designed to inform the directions and content of subsequent stages. Stage I entailed a literature review, a compilation of existing Statistics Canada and library school graduate data, in-depth interviews with 17 library administrators and focus group sessions with representatives from the Canadian Association of Research Libraries (CARL), the Canadian Urban Libraries Council (CULC), and the Alberta Association of Library Technicians (AALT).

Stage II of the 8Rs project involved the completion by library management from academic, public, and special library systems of a written, mail-out survey in the summer of 2003. Of the 1,357 surveys randomly distributed, 461 were completed for a response rate of 34%. The 63% of institutions that employed professional librarians together represented 3,300 librarians.

Stage III, a web survey of professional librarians and paraprofessional staff conducted in the summer of 2004, was the largest and most comprehensive stage of the research project. The analytic focus of this portion of the study was to gain an understanding of the 8Rs from the viewpoints of those who work in libraries. To optimize the number of survey respondents and therefore the representativeness of the sample, both random and non-random sampling strategies were used. Of the 8,626 potential respondents randomly selected from the sampling frame, 3,148 librarians and paraprofessional staff participated in the survey for a response rate of 37%. When adding the 1,545 non-random respondents to the sample, the total sample size increases to 4,693 for a confidence interval of plus or minus 1.2 percent (i.e., the total sample results are within plus or minus 1.2 percent 95 times out of a hundred).

All survey data have been analyzed by type of library, and in some instances, by geographic location.

Section C: Workplace and Demographic Characteristics of Canadian Library Personnel

The sample of professional and paraprofessional staff have the following characteristics:

- About 6 in 10 professional librarians and 3 in 10 paraprofessionals work in a supervisory or managerial role.

- Though small proportions of librarians and paraprofessionals work in temporary positions (7% and 6%, respectively), one quarter of paraprofessionals work on a part-time basis (compared to only 7% of professionals). Part-time positions for paraprofessionals are most common in the public sector where we find that 43% of these positions involve working less than 30 hours per week.

- 54% of professional librarians and 44% of paraprofessionals have been working in their careers for more than 15 years. School librarians are the most likely to have worked in their careers for this length of time (63%), while small public library paraprofessionals tend to have had the shortest careers with only 30% working for more than 15 years.

- 4 in 5 professional librarians are female, but 9 in 10 of paraprofessionals are female.

- Visible minorities and Aboriginal individuals are not well represented in Canadian libraries. Seven percent of professional librarians are visible minorities (compared to 14% for the entire Canadian labour force) and only 1% are of Aboriginal origin (compared to 3% in the total labour force). The figures are virtually the same for paraprofessionals.

- One-quarter of librarians and one in five paraprofessionals are 55 years of age or older (compared to 11% among all Canadian workers). School librarians have the oldest demographic profile, while librarians working in non-profit libraries are the youngest.

Section D: Recruitment

Recruitment to the Librarian Profession

Research demonstrates that popular stereotypes of librarians persist, no doubt contributing to whatever problems might exist when recruiting individuals to the librarian profession. When librarians themselves were asked about what attracted them initially to the profession, the 8Rs research found the most common reasons were because of the core values of librarianship, including an appreciation of books, learning, and research and an interest in serving the public good. Notably, none of the respondents mentioned that their initial reasons for entering the profession were at all related to an interest in managing or in supervising others. Furthermore, positive views of librarianship that drove the initial reason for entering the profession often emerged from having prior exposure or experience with librarians and libraries. These results suggest that efforts to recruit to the profession could be targeted to library users and other library staff, and should entail an educational component highlighting the core values of librarianship, while at the same time detailing some of the many functions of librarians, and perhaps most visibly, the functions of managing, supervising and leading.

Three in 10 paraprofessionals indicated an interest in obtaining an MLIS degree. When the paraprofessional sample was asked to explain why they had not pursued this degree, the most dominant response was limited access to library school programs. Hence, when assessing recruitment to the librarian profession, consideration must not only be placed on public perception of the profession, but also on accessibility to the profession.

Demand Side Recruitment Issues: Organizational Recruitment

The predominant recruitment pattern in 2002 represented by nearly half of libraries was that of not having an increased need to recruit librarians compared to 5 years ago, combined with no recruitment activity. Keeping in mind that very few (23%) of institutional respondents indicated that they currently had a "poor" ability to recruit, budget restraints was the most-cited barrier to recruitment for all library sectors. Otherwise, the results demonstrated that CARL libraries are hiring more extensively, are not experiencing excessive problems recruiting, and are not faced with as many barriers to recruitment as the rest of the Canadian library community. Conversely, CULC libraries are actively engaged in recruitment and are faced with a tight labour market in which they are vying primarily with CARL and other academic libraries to access a sufficient number of adequately and appropriately trained librarians. In the smaller libraries of this nation is yet another story; one which is typified by little recruitment need and activity. These libraries are, however, faced with a perennial financial problem and are handicapped simply because of their small size. In addition to these barriers, the recruitment efforts of libraries located in Saskatchewan and Manitoba are further hampered by their geographic location, which in turn explains their likelihood of not having a sufficient pool of interested or qualified candidates applying for positions in their libraries.

Interestingly, libraries located in rural and remote regions of Canada did not report having more problems recruiting than did urban libraries, although as we would expect, they are more likely to experience problems because of their geographic location and small size. One-third (32%) of librarians indicated that they would consider working in a rural or remote library primarily because of the more attractive lifestyle often associated with smaller communities.

An analysis of the match between the competencies needed by libraries and their ability to meet these needs when recruiting revealed little sector variability. Virtually all types of libraries in the Canadian system are finding it the most difficult to fulfill their leadership, managerial, flexibility, innovation, technology and workload needs.

Supply-side Recruitment Issues: Staff Sector and Geographic Interests and Activities

An examination of the library sector applied to among recent librarian recruits (i.e., those who have been working in their careers for less than 6 years) when looking for their first librarian position revealed that at least part of the recruitment problems experienced by CULC libraries is because candidates are less likely to apply for jobs in this sector than they are to apply for jobs in academic and special libraries. For example, only 43% of current academic librarians applied for a public librarian position when looking for their first professional job compared to 54% who applied to a special library.

Three in 10 recent entrants initially applied to a non-Canadian university, primarily because they perceived a shortage of Canadian jobs. Furthermore, an analysis of the reasons for leaving and returning among the 7% of librarians who had previously worked outside of Canada revealed that labour market conditions explained why 44% of librarians left Canada, but only why 17% returned to Canada. The implication of this difference is that improvements to the Canadian librarian labour market will serve primarily as a deterrent to emigration and not necessarily as an encouragement to repatriation.

With respect to the early labour market experiences of recent librarian recruits, 84% found their first position within 6 months of graduating from their MLIS program (compared to 77% of recent library technician entrants). However, most (57%) of these initial positions were of a temporary nature. Recent librarian recruits working in CARL libraries were both initially (65%) and currently (31%) the most likely to be working in a temporary employment arrangement.

Section E: Retirement

Recent Retirement Trends

Thirty-four percent of libraries had at least one librarian retire between 1997 and 2002 (representing 11% of librarians). Somewhat smaller proportions of libraries experienced a paraprofessional retirement during this same period (23%, representing 7% of current paraprofessionals).

Age of Retirement

Between 1997 and 2002, the majority (79%) of librarians retired before the age of 65. Current senior librarians' predictions about their age of retirement, changes in provincial legislation on mandatory age of retirement, and concerns about having the financial ability to retire combine to suggest that age of retirement will increase in the future.

Predicted Future Retirement

When employing the most likely scenario of age of retirement (62 years of age), 16% (1,440) of the current professional librarian labour force are predicted to retire over the next 5 years (between 2004 and 2009). A somewhat larger proportion of retirements are predicted to occur between 2009 and 2014 at 23% (2,070), for a total predicted retirement rate of 39% (3,510) between 2004 and 2014. However, since the librarian age profile is highly concentrated in an older demographic (e.g., nearly half are currently 50 years of age and older), these predictions are highly dependent upon age of retirement.

Predicted rates of retirement among paraprofessional staff are slightly lower: 13% between 2005 and 2009 and 21% between 2009 and 2014, for a total 10-year retirement rate of 34%.

The implications of these data are that efforts to groom the next generation of leaders and managers need to begin now, not only with mid-level librarians, but with recent entrants into the profession. Moreover, when retirement rates for both professional librarians and paraprofessional staff are viewed in their entirety, succession management becomes more complex. The experience, skills, talents, and knowledge lost by the two most predominant occupational groups within libraries present a compounded situation that warrants careful scrutiny. If, for example, paraprofessionals are viewed as a possible pool of future professional librarians, the paraprofessional workforce will be subject to further losses which, as the retirement data suggest, the library community can ill

afford. Together then, these results suggest that the library community needs to focus more strongly on attracting lay individuals to libraries in both professional and paraprofessional capacities.

Retirement Attitudes and Retirement Policy Implications

Overall, only 3 in 10 senior librarians are looking forward to retirement to a "great extent" while most (56%) reported "to some extent." Furthermore, large proportions of librarians indicated that they would consider both delaying their retirement (75%) and accepting an early retirement plan (68%), suggesting that retirement timing can be influenced by organizational policies and practices. The strongest determinant of time of retirement for librarians is their financial ability to do so. The same retirement attitudes were found among senior paraprofessional staff.

Replacing Retiring Professional Librarians

Libraries experienced greater difficulties replacing the leadership qualities lost when librarians retired than they did replacing their technical skills and knowledge. Anticipated future concern is also slightly greater for leadership replacement than for skills and knowledge; 46% of libraries reported that their current pool of internal suitable candidates is inadequate to replace the leadership qualities lost by departing senior librarians compared to 40% of libraries responding similarly with respect to skills and knowledge.

The most frequently-cited barriers to the replacement of competencies lost by retiring librarians cited by at least 6 in 10 libraries include budget restraints, inadequate leadership or management training within the organization, the absence of a succession plan (currently only 1 in 10 libraries has a formal succession plan in place), an inadequate pool of qualified candidates, an inadequate pool of interested candidates, and the inability to fast track strong candidates.

Section F: Staff Retention

Departure and Tenure Rates

Organizational longevity of librarians and low turnover rates are indicated by the following two findings:

- Only one in every five libraries experienced a librarian departure in 2002 (excluding retirements): 73% left voluntarily and 27% left involuntarily.

- 77% of senior librarians have worked in their current organization for more than 10 years.

Inter-Organizational Mobility Interests

The 8Rs research found that librarians are primarily motivated to stay at their workplace because of job satisfaction. For example, 88% reported that they stayed at their current workplace because they liked the job compared to only 21% who agreed that they stayed because there are no other jobs available.

Intra-Organizational Mobility: The Match between Career Aspirations and Promotional Opportunities

The existing promotional opportunities offered within Canadian libraries match fairly well with the current career interests of the librarian workforce. When examining the career interests and promotional opportunities of recent librarian recruits, for example, 57% indicated an interest in working in a more responsible position, 50% reported that they would like to see themselves working in a management position within the next 10 years, and 65% agreed that their job provides opportunities for advancement. At the same time, the institutional survey revealed that promotional opportunities are hampered primarily because of limited staff turnover.

Section G: Education

Educational Background

Three in 10 professional librarians have at least one other degree (other than their MLIS and undergraduate degrees). Most notable, however, is the finding that half of the paraprofessional respondents in the survey have a university degree (5% with a graduate degree).

Evaluation of Education

Three-quarters of library administrators agreed with the statement "the education provided in MLIS programs equips graduates with the competencies required to be professional librarians in your organization," but only 64% of recent librarian recruits indicated that they were satisfied with the overall quality of the education they received in their MLIS program. Results from both survey groups, however, suggest that greater curriculum emphasis should be placed on management, leadership, and business skills and that more opportunities should be provided to engage in hands-on practical experience (e.g., through practicum and internship programs). These suggestions are perhaps most relevant to MLIS training with respect to the needs of CULC libraries.

Evaluations by recent library technician recruits of library technician programs was much more favourable, with 81% expressing satisfaction with the overall quality of their education. Furthermore, 81% of recent library technician recruits (compared to 63% of professional librarians) agreed that their program provided them with the general skills and abilities required to perform their jobs, and 71% (compared to 46% of professional librarians) responded similarly with respect to the provision of information technology skills.

Section H: Continuing Education

Organizational Training of Professional Librarians

Recent librarian recruits are felt by 72% of libraries to require the most amount of training, but only 56% of these librarians indicated that they are provided with sufficient opportunities to participate in training. Moreover, training in management, leadership, and business for all librarians was found to be the most lacking, especially in light of the organizational need for librarians to perform such roles. Suggested by these data is the need for organizations to explore how they can provide management and leadership training through experiential means such as mentorship, job rotation, and job sharing programs. Also, the positive results of participating in leadership programs like the Northern Exposure to Leadership (NEL) Institute suggest that similar non-organizational initiatives should be considered by the library community.

Organizational Training of Paraprofessionals

Evaluations of training among paraprofessionals were not quite as positive as they were among professionals. For example, only 44% of paraprofessional respondents agreed that their organization provides them with sufficient opportunities to participate in training (compared to 60% of professional librarians). As we might expect, the professional-paraprofessional differences are most remarkable for management and leadership training, with only 16% of paraprofessionals having participated in management training and 10% in leadership training (compared to 51% and 28%, respectively, among librarians).

Professional Association Training

The vast majority (90%) of libraries in the sample currently subsidize, assist, or reimburse professional librarian attendance at library association meetings. Further, nearly two-thirds (64%) provided their librarians with professional development training offered by library associations. An even greater proportion (85%) agreed that professional library associations should assist in training professional librarians.

Section I: Quality of Work and Job Satisfaction

Overall Job Satisfaction

About 8 in 10 librarians and paraprofessionals indicated they were "satisfied" or "very satisfied" with their current job. Satisfaction is especially high among management and among school library staff.

Extrinsic Benefits and Job Satisfaction

On average, all full-time librarians earned a median income of $60,000 per year. Non-management librarians earned $51,620, compared to supervisors/middle management who earned $60,000, and senior administrators who earned a median annual salary of $75,000. Academic librarians (especially those working in CARL institutions) earned the highest median incomes ($65,000), followed by school librarians ($60,000), special librarians ($58,000), and finally, public librarians ($55,000). Seventy-two percent of librarians felt they earned a "fair" salary.

Earning a median income of $37,500 per year, paraprofessionals make about 63 cents for every dollar made by professional librarians. Though salary variations between sectors are less apparent among paraprofessionals than they are for professionals, paraprofessionals working in special libraries were the highest earners among this group, on average ($40,000). Salaries also vary little between paraprofessional position levels with library assistants, associates, and aides earning $35,240, library technicians earning $37,000, and management paraprofessionals earning an average of $41,000 per year. Even fewer salary differences are observed among paraprofessionals by highest level of education; those with a high school diploma earned $36,000 per year compared to $38,000 among those with a university degree. Sixty-one percent of paraprofessionals felt they earned a "fair" salary.

Most libraries are able to offer a wide range of benefits to their librarians. The benefits most frequently offered include retirement or pension plans and life or disability insurance, workers' compensation, supplemental medical and dental plans. Overall, these benefits compare very favourably to those offered within Canadian workplaces in general. For example, only one-half of the labour force has employer-sponsored pension plans (Lowe, 2000), compared to 92% of librarians. Four in five professional librarians agreed that they receive "adequate" benefits.

Intrinsic Benefits and Job Satisfaction

Central to contemporary management approaches are work reform schemes such as job enlargement, job enrichment, quality circles, and participative management that are said to result in mutual gains for employers and employees in terms of increased productivity and job satisfaction, respectively. Problem-solving teams are practiced by half of the libraries, and most prevalently so in the CARL and CULC sectors (81% and 65%, respectively). But job enrichment, job sharing, or job rotation are practiced by only a minority of libraries, though again they are more common practices in CARL and CULC libraries.

It has been argued that adding greater involvement of librarians in organizational development counters the routine nature of the profession and is a solution to rejuvenating employees. The 8Rs study revealed a closer match between librarians' interest in participating in decisions and having a job that allows them to do so with respect to the overall library strategy than for decisions pertaining only to their own area of work. Disparities between interest and participation in decisions is greatest among the larger organizations, such as CARL and CULC libraries.

Individual survey results about workloads and stress were the least favourable of all intrinsic benefits analyzed in this study. Only two in five librarians indicated that their workloads are manageable and one-quarter agreed that they have little work-related stress. Considerably more (62%), but still not as many as we might hope, reported that they are provided with the opportunity to balance work and family/personal life in their jobs. The paraprofessional results from our survey were slightly more positive, although still only half (53%) indicated that their workloads are manageable and even fewer (35%) that their job related stress is low.

Finally, a multivariate causal analysis of job satisfaction revealed that the two single most important contributing factors to job satisfaction for both professionals and paraprofessionals are that they are treated with respect by

their superiors and that they work in a job that allows them to grow and learn new skills. With regard to respectful treatment, these results are not surprising given that virtually all (98%) of the librarians and paraprofessionals in our study indicated that it is important to them that they are treated with respect by their superiors. Comparatively, however, only 77% of librarians and 75% of paraprofessionals agreed that this respect is conferred by their superiors in their jobs.

Section J: Numerical Librarian Demand-Supply Match

Librarian Numerical Growth

On the heels of a librarian staff contraction in the 1990s, our data showed a 2002 growth rate in the librarian workforce of 3.0 percentage points. And as we might expect, the two largest segments, CARL and CULC libraries, together accounted for the vast majority of growth (84%). Only government libraries experienced a contraction in their librarian workforce of 4.5 percent points in 2002.

Past and Future Numerical Librarian Demand

The results provide a clear indication that there has, and will continue to be, an increased demand for librarians. Three-quarters of all libraries in the institutional sample experienced, at least to some extent, an increased demand for more professional librarians in the past 5 years and 77% also indicated that their demand for librarians will continue to increase over the next 5 years. CARL libraries were the most likely to indicate such an increased future demand (96%) followed by CULC libraries (89%), while government libraries were the least likely to report an increased future demand for professional librarians (58%).

Match Between Supply and Demand

Factoring in the number of MLIS graduates and the number of predicted retirements, we estimate that by 2009 the library system will be working with 98% of the current size of the librarian workforce. Using the same formula, however, by the year 2014 the workforce size will reduce to 89% of what it is currently. With the supply decreasing at the same time as demand increases, the long-term future situation for the Canadian library sector is one of a librarian shortage.

This conclusion is, however, provided with several caveats. First, our confidence in the short-term picture is much greater than it is for the long-term picture, simply because the chances that the influence of any one variable will change increases over time. Second, though we have strong evidence to suggest that libraries believe their demand for librarians will increase in the future, whether or not they have the financial resources to create these new positions is another matter altogether. With six in ten libraries citing "limited budgets" as a barrier to recruitment, it is not likely that most libraries will be in a position to create new positions just because they are needed. Rather, it may be that positions are restructured to accommodate increased demand. Third, the predicted future contraction of the librarian workforce does not depart significantly from what has already occurred in the 1990s. Estimates vary from a 12% contraction among Canadian ARL university libraries between 1994 and 1998 (Wilder, 2000) up to Statistics Canada estimates of 33% between 1991 and 2002. Our institutional survey results show that, under these prior conditions of contraction, moreover, most libraries appeared able to cope with reductions in their librarian workforce.

Because of the varying educational qualifications of library assistants, associates, and aides, we are not able to provide estimates of the number of new entrants into these occupational groups. With a known number of library technical schools and their related graduate information, however, projected future library technician supply can be calculated.

The predicted future library technician supply is remarkably similar to the future professional librarian supply. In both instances, the 5-year (2009) estimate is virtually the same as the current workforce, but the 10-year (2014) estimate is 89% of the current workforce. Once again, therefore, the short-term future picture does not depart significantly from what the library system is currently dealing. By 2014, however, the Canadian library sector is predicted to be facing a library technician shortage.

Section K: Competency Demand-Supply Match

Drivers of Librarian Role Change

When institutional respondents were asked to indicate which of 11 possible organizational changes contributed the most to shifting librarian roles, increased utilization of information technology clearly stands out as the most influential determinant for all library sectors (87%). Just over half (51%) of the sample also viewed re-engineering as a major contributor to role change, followed by functional area integration (38%). A smaller proportion indicated that downsizing (28%) or increased centralization (17%) had the greatest impact on librarian role change.

Past, Current, and Future Role Demand Change

Librarians are increasingly required to be generalists and specialists, as demonstrated in the following institutional and individual survey results:

- Just over four in five (83%) institutional respondents reported that it is important that job candidates possess generalist skills, with 26% of these indicating that these skills were difficult to fulfill when hiring.

- Seven in ten mid-career and senior librarians agreed that they are currently required to perform a "wider variety of tasks" compared to 5 years ago.

- More than 9 in 10 libraries indicated both that they had experienced an increased need for librarians to perform "a wider variety of tasks" in the past 5 years and that this need would continue to increase in the next 5 years.

- A solid majority (88%) of libraries reported that they had an increased need for librarians to perform more specialized tasks over the past 5 years and that this need would continue to increase over the next 5 years.

Meeting the Management, Leadership, and Business Skill Demands of Libraries

One of the most consistent and solid findings from this study is that librarians are increasingly required to assume managerial, business, and leadership roles. These findings include:

- Three in every five professional librarians work in management positions.

- 71% of library administrators reported management skills as an important competency to look for when hiring and 76% felt the same way about leadership potential.

- 86% of library administrators indicated that there has been an increased need for librarians to perform more managerial functions in the past 5 years and 85% felt this need would continue to increase over the next 5 years.

- 89% of library administrators indicated that there has been an increased need for librarians to perform more leadership roles in the past 5 years and 88% felt this need would continue to increase over the next 5 years.

- 56% of mid-career and senior librarians in all sectors agreed that compared to 5 years ago, they are currently performing more management functions, 60% felt they are now assuming more a leadership role, and 38% felt they are now performing more business functions.

Most of the relevant indicators suggest that at least some libraries are experiencing difficulty meeting their managerial requirements.

To summarize:

- The possession of managerial skills and leadership potential are two of the most important and difficult to fulfill competencies.

- When senior librarians retired, leadership skills were more difficult to replace than general skills and knowledge, and even greater concern is expressed over the ability to replace leadership skills in the future.

- Assessments of MLIS education showed that both institutions and recent librarian graduates felt there is a need to place more emphasis on management-type skills in the curriculum.

- The provision of training in these skills at the organizational level is a bit better, but there is an indication that leadership training is perhaps not provided as frequently as it could be. Moreover, librarians themselves feel that for them to move into higher-level positions they especially need training in management, leadership, and business skills.

Further analyses of the interest among librarians in performing these roles and in participating in management, leadership, and business training suggest that the demand-supply match in these skills is better for leadership and business skills than it is for managing. Though the current and predicted future demand are high for librarians to perform managerial functions and though six in ten librarians are currently working as managers/supervisors, only 44% of librarians indicated that it is important that they are able to manage a service or department, and even fewer (36%), provided the same response for supervising others. But, there are indications that the future situation will be more positive. Most recent librarian entrants do not feel that it is important for them to manage or supervise at this point in their short careers, but they are interested in participating in management skills training and have expectations to perform managerial roles in the future.

Our rating of the demand-supply match for leadership skills is somewhat more promising. Again, juxtaposed against a very high current and predicted future demand, the interest among the majority of librarians at all stages of their careers in assuming leadership roles is apparent. Sixty-two percent expressed an interest in performing a leadership role in general, 64% an interest in the specific role of motivating others, and 74% in seeking out new project opportunities (74%). That nearly half of library administrators are concerned about replacing the lost leadership qualities of retiring professionals in the future is, however, a finding that tempers this rather optimistic conclusion.

Though we do not have as many indicators for business skills, the data we have suggest that the demand for business skills is not quite as strong as it is for management and leadership skills and abilities. That only 45% of librarians expressed an interest in business skills training might reflect a relatively low demand for these skills since significantly smaller proportions of librarians reported that, in the past 5 years, they had increased their performance of business functions (38%) than they did in their management functions (56%) and leadership roles (60%).

Meeting the Demands of Information Technology

As suggested by the following findings, the demand for information technology skills in libraries is currently high and constantly increasing:

- Virtually all (95%) institutional respondents reported that they had increased their use of information technology in the past 5 years.

- Virtually all (94%) of institutional respondents reported that candidates' technology skills were an important consideration when recruiting librarians.

- Of all types of librarians, institutional respondents indicated that IT librarians require the most amount of training.

- Just over 7 in 10 librarians indicated that they had opportunities to use information technology.

- Just over half of mid-career and senior librarians indicated that they are required to perform more high technology tasks now than they did 5 years ago.

The supply of technology indicators suggest a better demand-supply match for information technology skills than was found for management and leadership. These are:

- Compared to the provision of management skills in MLIS programs, recent librarian entrants were somewhat more likely to agree that they were provided with "the information technology skills required to effectively perform my current job" (46% compared to 25%).

- While 84% of librarians participated in IT training, only 51% had done so with respect to management training, and even fewer (28%) participated in leadership training.

- Only one-third of institutional respondents reported that information technology skills were difficult to find in librarian candidates when hiring.

- 70% of librarians felt that it was important to them that they be able to use IT in their jobs and 62% were interested in participating in IT training.

Changing Roles of Librarian and Paraprofessional Staff

Results from the 8Rs surveys suggest that paraprofessionals have and continue to take on the roles and functions of professionals. More than three-quarters of institutions reported both that the need for paraprofessionals to perform tasks once done by professional librarians has increased in the past 5 years (78%), and that this need will continue over the next 5 years (77%).

A comparison of the functions performed by professional and paraprofessional staff shows that both are performing duties within the realm of public services and information technology. Otherwise, paraprofessionals are more likely to be performing children's programming and all types of technical and bibliographic services. Conversely, professional librarians are more likely to be working on collection development, performing liaison activities and managerial functions and to be participating in professional development.

Effects of Changing Roles on Work Levels and Job Attitudes

The dramatic changes in the work of librarians and paraprofessionals in recent years has resulted in higher stress levels reported by many staff members. Results of a multivariate causal analysis pinpoint four major contributors to increased stress levels among mid-career and senior librarians in our sample, including:

1. The requirement to work harder compared to 5 years ago.
2. The requirement to perform more difficult tasks compared to 5 years ago.
3. The requirement to perform a wider variety of tasks compared to 5 years ago.
4. The requirement to perform more managerial functions compared to 5 years ago.

Another multivariate analysis revealed that some of the same contributors to stress noted above also lead to more positive elements of the librarian job. Specifically, the performance of a wider variety of tasks and more difficult tasks (as well as the increased performance of leadership roles) were found to be significantly and positively related to jobs that are more enjoyable, rewarding, interesting, and challenging.

The same causal analysis was conducted for mid-career and senior paraprofessional staff and revealed that only working harder and performing more high-technology tasks contributed to increasing stress levels. Increasing skill requirements of their jobs and a more varied set of tasks, on the other hand, render their jobs more interesting, enjoyable and rewarding.

Section L: Report Summary of Major Findings

Perhaps one of the most recurring and reliable themes uncovered in this study is that of the need for librarians to perform managerial functions and to assume leadership roles. In Section K, the shifting demand towards managing was clearly demonstrated, as was the need for training in these areas and as was the lack of interest among

librarians in performing some of these roles. In addition, the continuing shift in the roles of librarians has implications for retirement, recruitment, retention, education and training, and job satisfaction.

First, with two in five current librarians and over three in ten current paraprofessionals predicted to retire by 2014, the library community would be well-advised to begin investigating their institutional demographics, and planning for the future (for example, by restructuring staff positions or grooming current staff to assume the managerial and leadership roles of departing senior staff). The overall well-being of the library in the future is contingent upon the continuous cultivation of both managing and leading competencies through in-house and external training. Though the organizational longevity of librarians limits promotional opportunities, it confers the added benefit of long-term management and leadership grooming possibilities that can begin with new recruits. The results of this study also revealed that the current workforce is open to assuming leadership roles and, indeed, tend to find these roles to be interesting, challenging, and rewarding. On the other hand, those less motivated to engage in managing and supervising may benefit from knowing that managers, and especially senior administrators, are the most satisfied with their jobs.

Third, an increased demand for managers and leaders has implications for recruitment of individuals to the profession. Efforts to attract individuals to the profession should not only highlight the literacy, learning, and public service values of librarianship, but also the fact that most librarian jobs will eventually involve some form of supervising and managing.

Fourth, on the whole, the recruitment situation in Canadian libraries is not one that can be clearly labeled as a "problem" situation. Our data demonstrate, however, that human resource administrators should not ignore candidates' prior experience, training, and education in managing and leading nor their potential and interest in performing these roles.

Finally, the need for library schools to place a greater curriculum emphasis on managing, business, and leadership skills was clearly documented in Section G. Furthermore, inasmuch as library education is the first point of entry into the profession and therefore involves the early socialization of librarians into the values, intellectual grounding, and activities of librarianship, it is also implied by the findings that the entire community would benefit from the inclusion of the reality of "librarian as manager" into this socialization process. Increased opportunities for library students to participate in practicum and internship programs would also allow future librarians to witness the realities of the "librarian as manager" role firsthand.

In conclusion, it is our hope that the many human resource initiatives implied by the results of this study will be actively exploited by the various library community stakeholders. We further encourage the community to continue to build a solid understanding of the nature of its work and its people.

Consolidation of Strategic Human Resource Planning Implications

At the end of every section in this report are a set of bullets representing the human resource planning implications arising from the results in that section. The following is a consolidation of these implications.

Section C: Workplace and Demographic Characteristics of Canadian Library Personnel

- Sixty-two percent of librarians are working in a managerial function, indicating a trend of employing librarians as managers and the shifting some of librarians' traditional job responsibilities to non-MLIS staff.

- A relatively high proportion of paraprofessionals working in part-time or temporary positions is a point of notice for library organizations. Taking a long view, which incorporates an understanding of anticipated retirement rates, institutions are advised to think about how they wish to configure the work status of their future workforce (understanding that there are other constraints, such as financial resources, collective agreements, etc.)

- While library work is female-dominated, we see that relatively higher proportions of senior administrators are male. This supports the premise that (as with many other female-dominated professions) although women have made inroads into supervisory and middle management positions, men are still more likely to become senior administrators; institutions should ensure that equal opportunities in the upper levels of management and leadership are presented to women in the workplace.

- Visible minorities and Aboriginal staff are under-represented across all types of libraries. The Canadian Aboriginal population has been identified as an untapped source of labour that will become increasingly

important in the future (Lamontagne, 2001). Institutions need to consider diversity programs if they do not already have them, and should explore recruitment strategies that actively attract minorities to their libraries. Institutions working with collective agreements should also examine how they promote or prohibit diversification of the workforce. This need to diversify the workforce also has implications for educators, in terms of how they promote recruitment to MLIS and library technician programs. Associations, too, should consider a role in promoting the profession outside the predominantly Caucasian demographics.

- Few library policies recognizing the professional credentials of non-North American graduates seems to be resulting in the hiring of few immigrant librarians. A greater awareness and understanding of this is necessary within institutions, as immigrants increasingly comprise a larger share of the Canadian labour force (HRDC, 2002). Library associations need to consider how they can support institutions in assessing and recognizing degree and accreditation equivalencies.

- School librarians tend to be older than other groups of librarians, and may be first to retire; the question is whether positions will continue to be defined as librarian positions or whether schools will sustain a trend of replacing librarians with library technicians and other library workers. Decision-makers must be reminded of the long-term implications of this replacement, as investment in school libraries and in teacher-librarian positions are related to better student achievement, improved literacy and reading skills, and enhanced readiness to success in the post-secondary environment (Haycock, 2003).

Section D: Recruitment

- Current librarians tend to say that they chose the field because they thought they would like what the work entailed (though they do not state what these early assumptions were), and that they were interested in serving the public and/or the public good, as well as because of their value of literacy and learning. While these demonstrate a clear understanding of the core values of librarianship, they do not necessarily include the real functions of the job. Insofar as recruitment to the librarian profession is hampered by misperceptions about the work content of this profession, marketing directives should include an educational component that highlights the actual job functions and levels of responsibility held by librarians.

- Since structural barriers are the main reason why paraprofessionals do not pursue MLIS education (though one-third are interested), access to library education needs to be further examined.

- Library schools, MLIS students, HR administrators, and organizational trainers should also be made aware of libraries' unmet needs for librarians to be equipped to perform management and leadership roles and to be able to respond flexibly to change.

- Since recruitment need, activity, and level of difficulty widely range between sectors and geographic regions of the country, strategies should also be sector and geographically specific.

  - For example, while CARL libraries as a whole do not seemingly need to make major changes to their recruitment strategies, CULC libraries are advised to consider marketing more rigorously to MLIS students (and perhaps to library school professors) about the benefits of working in public libraries. It is also important that they provide experience through practicum programs, internships, or co-op programs. The extent to which MLIS programs focus on librarianship within the public sector should also be examined.

- Rural libraries (which are predominantly public libraries) should focus their efforts upon promoting the desirable lifestyle of smaller communities and the opportunities for staff to use a wider range of skills. Knowing that retirements are coming up, rural libraries might foster a relationship with library schools and library technician programs that allows for practicum and other opportunities in their libraries. There is also the possibility that rural and remote libraries might consider "growing their own" and working with local schools to identify career opportunities in libraries for local community members.

- The continued use of temporary jobs for new librarian entrants, while better than the alternative of not offering a job at all, is a pattern that should be closely watched. The possible long-term negative effects on staff who continually work in a contract positions include the erosion of loyalty and trust and dissatisfaction; most temporary jobs do not engender a sense of being part of the organization, garnering neither training opportunities nor other employer benefits that are provided to others in the workplace.

- Since 41% of recent professional librarian entrants stated they applied to a U.S. job due to a perceived scarcity of Canadian positions, it appears that generally, Canadian librarians would tend to stay in Canada if the initial jobs were here (and perhaps in a permanent capacity). A much smaller proportion of respondents worked internationally, and then returned to Canada (primarily for personal reasons); this suggests that job market factors are not the only influence on international work. It also suggests that if there are an adequate number of good jobs for librarians in Canada, they may be less likely to leave in the first instance.

- The question remains as to how many institutions have reconsidered the MLIS hiring requirement for positions traditionally held by librarians. The Association of Research Libraries states that about one-third of North American research libraries do not require the MLIS (Blixrud, 2000). If institutions are reconsidering this base credential for a greater number of positions, this could have a greater impact on recruitment.

Section E: Retirement

- Age and rate of retirement of the librarian workforce is an exceedingly complex planning issue for libraries.

  - It is influenced at the macro level by a federally-regulated pension plan and age-based social benefits with the issue of mandatory retirement still an outstanding question in many jurisdictions. Human resource managers would be advised to be very aware of age demographics and years of service of library staff. Most staff contribute to local pension schemes where entitlements are normally based upon an age/service factor for "full" pension. Attainment of this factor will also undoubtedly influence individual decisions to retire.

  - It is vulnerable to local institutional policies that promote or delay retirements.

  - It is very much a matter of individual choice; many retirement decisions could be based upon personal factors that are not predictable in planning. The 8Rs survey data suggest a number of critical factors that lead to great uncertainty for library organizations.

  - Individuals' predictions of retirement age seem to indicate that anticipated age of retirement is increasing rather than decreasing and that most individuals will be influenced by monetary variables, such as performance of investments and pension funds, which are very dynamic as well as differentially valued by individuals. This is substantiated by a recent poll of the Canadian labour force showing that the average age of retirement is trending upwards (Canadian Labour Congress, 2004).

  - Most senior librarians (those who would be nearing retirement age) do not feel strongly either way about their age of retirement.

  - Paraprofessional retirement rates will not be quite as high as librarian retirement rates, but will be happening within the same timeframe, thus compounding the number and impact of retirements that library organizations are dealing with.

- Libraries should develop and support communication and planning processes that allow individuals to discuss their retirement planning and its attendant impact upon the library organization as openly as they feel able to do so. This is especially critical in instances where retirement is no longer mandatory at age 65.

- Currently, only 10% of libraries have a succession plan. Knowing that the bulk of most institutions' retirements (librarians and paraprofessionals) will take place from 2009-2014, organizations could consider undertaking a 10-year succession management process for human resources designed to anticipate and focus effort upon managing the effects of retirement. Succession planning and management will be complex for many library organizations. Libraries must develop the "know how" and commit the resources to do continuous planning and management. Some of the key considerations could include:

  - Required competencies within libraries and within the individual institution (for both professional and paraprofessional positions).

  - Potential for restructuring positions to fulfill institutional needs and employing new competencies, for both professional and paraprofessional positions.

  - Recruitment incentives and marketing (both to the institution, and to library work in general) in light of the implied increased competition that will occur throughout the library community as a result of retirements. This becomes more urgent for institutions such as CULC libraries, who have stated that they face greater problems filling human resource needs both from within and beyond their current workforce pool.

- Library associations will be wise to think in similar terms, as retirements will impact membership, and the resultant change in demographics will undoubtedly reflect different expectations of the role of associations.

- Retirees take with them knowledge and skills that have been acquired through years of experience. Libraries will have to judge how critical this loss will be and how to ameliorate the effects. Succession planning will have to consider graduated retirement plans, mentorship programs, internships and other schemes that allow transfer of essential knowledge and skills.

- Grooming efforts for leadership/management should be taking place at all levels of the library organization, including new entrants (both professionals and paraprofessionals). Again, library associations must think in similar terms.

- Some sectors in particular (CARL and school libraries) are predicted to experience retirement rates above the norm. This must be communicated to decision-makers and funders, as it will place a large burden upon organizations to respond strategically, whether through recruitment or restructuring.

Section F: Retention

- Turnover of staff is not a problem for most libraries. Factors contributing to retention include positive work relationships and challenging work environments, loyalty to the organization and its users, support and recognition for what librarians contribute, support for professional development and growth, more-than-adequate salaries and benefits, personal ties to the community, and location and reputation of the organization.

- As libraries tend to retain staff members for large portions of their careers, recruitment decisions are critical. Institutions need to set selection criteria that assess potential and ability to grow with the needs of the organization. New recruits need to understand how their career aspirations "match" the needs of the institution and assess whether the organization is a good fit for them.

- Lack of turnover is not a concern except insofar as it has affected upward mobility or promotion opportunities for librarians. Libraries can encourage employee growth by providing challenging assignments and additional professional development throughout their careers. If this is not immediately possible, individuals wishing to expand their skill sets and professional competencies can also look to professional and other associations for opportunities to build skill sets while making a professional contribution.

- Conditions exist for many new librarians to move into management positions early in their careers. Most librarians are interested in and feel qualified to move into more responsible and more senior positions. Upon recruitment, individuals need to be apprised of the management needs of the organization, and library organizations can support them through appropriate training, development and mentorship. Opportunities to experience and practice management tasks should be made available to new recruits so that knowledge and skill levels can be assessed early and appropriate career planning done. Library schools and library associations similarly have a role to play in ensuring that education and development opportunities are offered from first career choice and throughout the career span.

- Collective agreements and internal policies (as well as internal organizational and work structures) can impede or promote progression and professional growth. Institutions would be well-advised to examine these structures.

- Libraries must develop and support a culture where every individual is encouraged to play a leadership role in whatever position they hold. Institutions need to communicate what leadership looks like, what is expected of staff, and how staff will be recognized within their organization.

Section G: Education

- Few librarians hold a library technician degree, suggesting that in the past, paraprofessionals seldom chose to pursue the MLIS. At the same time, in section D we saw that one-third of paraprofessionals were interested in pursuing an MLIS, but half of these faced structural barriers. These two results present a situation in which movement from paraprofessional to professional status could be difficult within the field. The library profession needs to question how these difficulties might be ameliorated, and how recruitment of this interested group might be promoted. Individual institutions need to assess how their needs can be met by encouraging paraprofessional members of staff to acquire a professional degree.

- Institutional satisfaction with MLIS education is sector-dependent, showing that curricula may be less easily aligned with jobs in different sectors. CULC libraries' dissatisfaction with the MLIS degree as a basic competency warrants further study to identify how that workplace is significantly different. CULC administrators and library educators should consider discussing the gaps between MLIS education and CULC libraries' needs; while MLIS programs have other stakeholders and requirements and cannot tailor their entire curricula to the needs of particular sector employers, programs such as public library internships or practicum placements, co-op programs, linked assignments to public library practice, and more discussion of the difference between sectors may be useful here.

- The assessments of recent graduates should not be overlooked in evaluating the applicability of library schools' curricula, which is generally less favourable than those of the employer. That the sector differences in evaluation from the institutional perspective do not parallel the sector patterns found among recent graduates suggests that the viewpoints of both stakeholders are important to gather when conducting a comprehensive evaluation of library schools. Additionally, new librarians and employers would benefit from learning about the evaluative viewpoints of each, thereby furthering their understanding of the other's expectations in the workplace.

- An important exception to the divergent assessments of library school education between institutions and recent librarian entrants is the consensus of an increased need to incorporate management, leadership, and business training into the curriculum. The implications of this finding for library school curricula are clear.

- While libraries believe they have little or no input into MLIS education, we know there are different kinds of partnerships that can provide practical experience (e.g., practicum placements, co-op programs, internships, assignments linked to the "real world" of library work). Educators and employers may consider working together to build these opportunities. Also, while librarians have historically to come to librarianship as a second or third career, recent statistics from the Association of Library and Information Science

Education (ALISE) suggest that the average age of MLIS students is decreasing (from 34 years of age in 2001 to 30 years of age in 2003). Insofar as this means that contemporary students have less experience in the general workforce, further importance is placed on practicum programs or other forms of direct experience as part of the degree.

- Technicians show greater levels of satisfaction with their base education than do professional librarians which may be due, in part, to the fact that college programs have the ability to change their course offerings on a much more timely basis. Still, technicians are less likely to learn leadership and management skills through their programs. For technician positions that require management competencies (27% of para-professionals work in supervisory or management positions), employers should ensure adequate training is provided.

Section H: Continuing Education

- Library administrators report significant proportions of librarians at all levels and across various types of positions continue to require significant amounts of training for their jobs. While new recruits require the most training, a significant minority of mid-career and senior librarians do as well. This suggests that individuals and institutions must commit to continuing education as an ongoing necessity. Institutions will most likely take up the financial costs of training and must plan for this budgetary commitment. Librarians must take the personal responsibility for participation and return of the investment in training to the organization.

- At the same time, just over half of new professional librarians surveyed stated that there are adequate opportunities for training at their institutions. This suggests some potentially serious gaps in these librarians' opportunities to gain the knowledge and skills necessary for their work.

- The largest gaps between institutional need and new librarians' perceptions of training opportunities fall within CULC libraries. At the same time, CULC libraries are also most likely to say that budgets prevent them from offering needed training. CULC libraries are therefore in a situation in which their need for staff training is high, but their ability to offer training appears to be low. CULC libraries need to investigate their institutional barriers to training and determine ways to overcome these barriers, perhaps by working in conjunction with other organizations (associations, partnering with other libraries, etc.).

- Of the institutional training offered to librarians, most frequently offered was that of job skills and technology training, with about half receiving customer skills or management training. However, one-third undertook leadership training. While leadership is a more difficult competency to "teach," institutions' stated needs for leadership abilities suggests that this is an area that warrants greater attention from individuals and institutions. Further, librarians interested in moving into higher positions state that leadership and management training are necessary for them to feel confident in performing these new roles.

- While 80% of librarians agreed that they have sufficient education, training and experience to perform their jobs effectively, when asked about the impact of training on their jobs, somewhat lower levels agreed that professional development allowed them to perform their jobs well. Also, relatively few institutions had formal structures either for determining what training is needed or for evaluating that training. Libraries and library staff should both question the return on investment from training activities and how this can be improved through training outcomes that serve the needs of both the individual and the institution. This return will assume even greater importance as increased retirements and recruitment occurs.

- While a very small proportion of librarians participated in the NEL institute, they rated it as having a higher impact on job performance than other areas of training. Considering that leadership is a significant training need throughout Canadian libraries, more "leadership institute" models may be effective.

- Paraprofessionals overall are less satisfied with the training opportunities offered to them. Equal proportions of librarians and paraprofessionals receive technology skills or customer service training, but far

fewer paraprofessionals than librarians receive leadership or management training. Leadership in particular is a competency that should be held by staff throughout the organization.

- Most libraries believe that library associations should play a training role. While they suggested that "general training" be provided by associations, respondents did not define this area any further. Associations would be advised to work with their memberships and other stakeholders in order to determine specifically what kinds of training is in demand for their sector/region, if they are to build upon their professional development programs.

Section I: Quality of Work and Job Satisfaction

- Job satisfaction for both librarians and paraprofessionals is fairly high. For librarians, this satisfaction is slightly higher for recent entrants and senior librarians than for mid-career librarians. Across occupational levels, overall job satisfaction for all library staff tends to grow slightly as occupational levels increase. Still, the overall measure of job satisfaction and the many job satisfaction sub-indicators examined in this section suggest a very positive rating of the quality of work offered within Canadian libraries. This conclusion might be used as a promotional element to help attract individuals to the profession.

- Salary satisfaction levels, however, are a slightly different story. While 72% of all librarians agree that they earn a fair salary, non-management public librarians are least likely to be satisfied, with only 55% agreeing their salary is fair. Overall, paraprofessionals are less satisfied with their salaries (61%) than librarians. At the same time, the majority of paraprofessionals have high levels of education, with 50% possessing a university degree. And, we have noted that roles between librarians and paraprofessionals have been shifting within the workplace. When reviewing salary scales, administrators should consider both educational credentials and shifting roles.

- While salaries should be linked to both educational credentials and position responsibilities, if libraries' ability to pay higher salaries is circumscribed by budget limitations, they should examine the intrinsic benefits within the workplace and see how these can help offset lower salaries.

- Library paraprofessionals working in schools have much lower satisfaction levels with salaries as compared to school librarians. As the school library system attempts to survive the impact of cuts, school administrators should be very aware of not only the shrinking component of librarians in school libraries, but also the low satisfaction level of library technician staff (who may be taking greater responsibility for the library at a lower salary).

- While library staff empowerment overall does not appear to be a problem, it is higher for librarians than it is for paraprofessional staff. Again, considering the education levels of paraprofessionals and their changing roles, libraries should examine how local and global decisions are made in the workplace, and endeavour to involve staff throughout the organization, where feasible.

- Library administrators need to carefully watch both the workload and the job stress levels of their staff which appear to be increasing for both professionals and paraprofessionals.

- Key contributors to job satisfaction for library staff are:

  - Respect from supervisors

  - Desire to grow and learn new skills

These are congruent with library institutional needs to continue to innovate as they respond to changing user demands and new technologies. In order to build healthy workplaces, senior managers need to understand where their staff are both satisfied and dissatisfied, and provide opportunities to staff throughout the organizational hierarchy, while clearly communicating the limitations within which the institution must function (such as limited budgets, collective agreements, etc.).

Section J: Numerical Librarian Demand-Supply Match

- Libraries have an expressed increased future demand for librarians and paraprofessionals. Whether they can meet this demand by expanding their workforce depends in large part on the supply of librarians, but also on budgets and the ability to recruit.

- Above all, libraries need to develop a sound awareness of how their staffing complement is functioning, and to consider how their institution fits into the larger Canadian context of demand and supply. Administrators' and managers' understanding of how potential applicants are attracted to or deterred from their library and/or sector will assist with recruitment on an institutional level.

- For Canadian libraries as a whole, the short-term (5-year) prediction does not depart significantly from what has already occurred with respect to loss of librarians through retirements. Although 11% of the librarian workforce retired between 1997 and 2002, most libraries did not experience great difficulty in replacing retirement losses.

- The long-term (10-year) prediction is more troubling. But since it is a long-term prediction, it means that library stakeholders have more time to prepare for the shortage. Some of the suggestions are to continue to:

  - Look to see how recruitment to the profession can be improved upon. A coalition of libraries, library associations and library schools must act to promote both a current view and a vision for the profession--one that expresses the potential of librarianship as a career of choice and is attractive enough to capture students of high quality and commitment to the practice of a dynamic and changing profession. In looking to improve recruitment, the need for diversity within the profession must be of paramount concern.

  - Consider developing recruitment strategies for paraprofessional staff, with the understanding that demand for these workers will continue to grow at a similar rate to that of librarians, and that they will be retiring in similar numbers. This can be a point of potential collaboration for librarian and library technician associations, educators, and individuals.

  - Look at the current paraprofessional corps as a possible pool of future librarians. This is not only a matter of encouraging paraprofessional staff to consider a library degree but also of working to reduce the identified barriers to obtaining the MLIS degree. Libraries, library associations and library schools need to work in partnership to develop and promote a model of professional education that is both of high quality and easily accessible. On-line programming and distance education programs are obvious directions to explore. Financial support, whether through scholarships and bursaries or "earn as you learn" employer-funded incentives, will be critical.

  - Look at increasing the number of spaces in library schools (both MLIS and library technician programs), or increasing the number of schools themselves. This will involve intensive lobbying of post-secondary institutions and competition for government funding. Again, libraries and library associations must act in coalition with library schools to present the case for the profession.

  - Look at immigrants as possible pool of future librarians. This speaks to the question of diversity in libraries, but also to how libraries will be prepared to assess and recognize library credentials from other countries. Library associations must also play a role in both the assessment of credentials and by ascertaining how they might fill any identified educational "gaps." Similarly, library schools could play a role in appropriate educational upgrading.

  - Look at defining roles for "other" professionals within libraries. Many libraries now utilize the skills of other professionals, whether accountants, human resource professionals or training officers. These other professional groups need to see libraries as a desirable environment for exercising their professional skills and abilities. As noted, management skills are necessary competencies for librarians. However,

other professionals can take complementary roles in libraries, adding to the depth of expertise available.

- In recognizing that the creation of new professional librarian positions is not always possible, look at reengineering processes and functions to ensure that "meaningless" work is eliminated and all library staff are employing their education and skills set at appropriate levels. Staff should be assured that they will be able to employ their skills and abilities to the fullest possible extent.

- Constraints of budget and size will always exist. Therefore, libraries should also look to sharing of staffing resources through consortia and other local arrangements where two or more libraries might realize benefits and share costs. Sharing of resources has been the hallmark of the library profession for many years; the thinking needs to extend to the sharing of human resources--whether one webmaster for a college/university library partnership, one children's literature specialist for two regional library systems, or one training officer for a consortium of libraries.

Section K: Competency Demand-Supply Match

- Role change will continue to take place in libraries. Institutions need to carefully plan how they will restructure their staffing complements as retirements occur. The first step is to define needed competencies and determine what mix of staff will meet the present and (insofar as possible) future needs of the organization. However, we can say overall that the ability for staff to adapt flexibly to change will clearly be a necessary competency throughout Canadian libraries.

- Libraries need to cultivate librarians' management, leadership, and in some instances, business skills. Interest in and potential for performing management and leadership roles could be a factor in recruitment of new librarians and grooming needs to begin shortly after recruitment, so that potential can be assessed and appropriately directed.

- Libraries' emphasis on leadership and management also have implications for library education, with respect to both recruitment of students and curricula content. Opportunities for management and leadership within the field of library work can be highlighted as one method of attracting individuals with the desire to pursue these career goals.

- Mid-career librarians, particularly, need to send clear signals about their interest in managing. The lack of interest in supervising needs closer attention, suggesting that the supervisory role is not necessarily a role of choice for many librarians and that supervisory models and structuring of the staff complement in libraries needs to be closely examined.

- The large degree to which librarians and paraprofessionals overlap in job functioning is apparent. In designing jobs for both librarians and paraprofessionals, libraries need to carefully consider the level of responsibility attached to the job task or function. Clearly, paraprofessionals should not be performing to the same level of responsibility as professional librarians if they are not recognized or paid for doing so.

- Almost half of paraprofessionals indicate that they do not perceive they are treated with the same respect as librarians. Supervisors and managers need to ensure that they build and/or promote a respectful workplace that recognizes the contributions of all staff, and acknowledges the increasingly demanding responsibilities these staff perform.

- In designing jobs, the balance between the elements of managing/leading and working harder or working at a variety of more complex tasks needs to be carefully considered. The balance can be tipped and jobs made more stressful or more fulfilling, depending upon the relative proportion of the elements.

Introduction and Background

This report represents the culmination of three years of research on critical factors affecting human resources in Canadian libraries. Within this time span, the 8Rs team conducted literature reviews, focus group sessions and in-depth interviews with key library stakeholders, a mail-out survey of 461 libraries and a web survey of 4,693 librarians and paraprofessionals.[1] This comprehensive research agenda has allowed us to fill many gaps in our understanding of human resource issues emerging in the contemporary Canadian library.

The 8Rs Canadian Library Human Resource Study arose primarily in response to a growing perception in the community that libraries were facing mass retirements over the next five to 10 years. Some literature with general statistics were published, purporting that up to 48% of librarians could be retiring by 2005 (Weiler, 2000); however, no literature was published regarding estimates of library paraprofessional staff retirements. Much important information remained unclear beyond this initial data, including for example, library workers' own intended age of retirement and institutions' plans for position replacements and/or restructuring. Left completely unanswered were broad questions about the effects of replacing staff in an environment of continual budget cuts, shifting staff roles, and the impact of new technologies on the sector and its staff complement.

After a preliminary investigation of some of these factors, the 8Rs research team determined eight elements necessary to address the status of human resources in libraries across the country: recruitment, retirement, retention, remuneration, repatriation, rejuvenation, re-accreditation, and restructuring (the 8Rs).

The 8Rs are recruitment, retirement, retention, remuneration, repatriation, rejuvenation, re-accreditation, and restructuring.

Significant demands have been placed upon the library community as knowledge and information increasingly take centre stage in world social and economic spheres. The ability of institutions to recruit, retain and develop a committed and talented workforce will determine the capacity for Canadian libraries to participate fully in the development of the new economy, as key managers of information and knowledge. A major factor in the library community's ability to respond to challenges posed by shifting service demands and new economic considerations is that of an adequate number of appropriately educated and skilled staff that are aligned with the needs of the library.

---

[1] For the purposes of this study, we have defined librarians as individuals who have a Master of Library and Information Studies (MLIS) or a Bachelor of Library Studies (BLS) and paraprofessionals are those with a library technician diploma or equivalent work experience. Library clerks and support staff are not addressed in this study, nor are other professionals.

Many in the library community have expressed concern about a lack of succession management (either for individual institutions or within the field as a whole), and thus anticipate a potential crisis in staffing over the next 5 to 10 years. This concern is rooted in the notion that as librarians near the eligible age of retirement (60 years and over), there will be a lack of trained and experienced staff to fill the vacancies created. Other issues that feed from a potential human resource shortage include the need to rejuvenate mid-level staff who, because of downsizing and hierarchical flattening, have not been provided with the opportunity to prepare themselves to fill the roles that will arise from retirements. Questions surrounding the educational requirements, occupational competencies, and the provision of training opportunities also play into the cultivation of needed skills, knowledge and abilities.

The issue of an aging workforce is common to many industries nation-wide. In the library community, the combination of an aging workforce and budget cuts have strained human resource capacities. Curran (2003) echoes this assertion, noting that the decreased capacity for hiring librarians over the last twenty years (due in part to sustained budget cuts) has created a situation where the majority of the library workforce is concentrated into an older age demographic, thus setting up the pre-conditions for mass retirements within a short period of time. Institutional expansion in libraries during the 1960s and 1970s was followed by a period of severe funding cutbacks in the 1990s. During this time, Canadian libraries were faced with two pressures: significant budget cuts and some retirements. As the Association of College and Research Libraries (ACRL), Ad Hoc Task Force on Recruitment and Retention in Libraries (2002) concluded:

> The situation in Canada showed little change at the beginning of 2002. Some institutions report problems filling middle-management positions, as so few were hired in the 1990s that management experience was not easily gained. Many institutions are expecting further budget cuts. Retirements are slated to occur, but permanent tenure-track positions will not automatically be filled…Canadian human resources librarians worry that their organizations are losing the vitality that new recruits bring to a professional group. Practicing librarians feel that few are following behind to maintain the legacy, whether of service quality or of collection strength, that they have built and fostered. (7)

While the interviews demonstrate the concerns of academic libraries, they could just as easily be applied across the library sector. In the case of school libraries, even greater concern is warranted. Durand and Daschko (2004) note that school libraries, which have often been the recipients of public education budget cuts, are characterized as being in a "crisis" situation, with data showing that between 1991 and 1999, there was a 43.2 percentage point reduction in full-time librarians employed in Canadian schools.

In response to these concerns, members of the library community began to discuss succession planning strategies. Though succession planning was initially in response to the replacement of key upper-level management librarians, recent publications and presentations have expanded this view to include planning for the replacement of librarians at all levels, as well as of paraprofessional staff. One obvious reason for this shift is the acknowledgement that senior librarians may hold non-management positions which also need to be filled when they retire suggesting that functional requirements of librarians at all levels in the hierarchy need to be addressed. As well, many paraprofessional staff members were hired in the same time period as librarians, are of a comparable age demographic, and are predicted to retire in similar numbers (Kalin, 2003). Lastly, much of the current literature on succession management reiterates the need for libraries to take a long-term view and a proactive role in terms of planning their workforce needs. The understanding of succession planning within the library field has thus migrated to a long-term, organization-wide approach. Furthermore, as representatives of the library community attending the 2004 Heritage Summit in Ottawa concluded, although succession planning within institutions is important, it is "the responsibility of the community as a whole" (8Rs, 2004).

Succession management is therefore increasingly viewed as the responsibility of individuals, institutions, and associations. However, the community does not appear to have a clear understanding of how this will be achieved. For example, results from a Canadian Library Association (Summerfield, 2002) study suggest that many libraries are uncertain about the role that associations could play in fostering succession planning. When asked about what

the CLA could do to assist with addressing the situation, the most frequent response from the sample of libraries was "nothing."

The 8Rs study provides the data and analysis to inform national coalitions and partnerships between libraries, educational institutions, and representative professional associations of the issues surrounding the supply and demand of the workforce. In doing so, the study permits an unprecedented opportunity to assess the sector's readiness to accommodate change and to illuminate potential strategies that can be used by libraries in planning their own human resources. The study also presents standards with which individual libraries can assess their preparedness for emerging employment trends, thereby allowing them a timely opportunity to review the effectiveness of their current institutional and professional human resource structures. Institutions and associations can use this data to gain a greater understanding of the needs and interests of library workers at all stages of their careers, implicating everything from organizational structure to ongoing professional development. As we highlight information regarding the needs of staff and the requirements of organizations, we hope that the data will provide a starting point for individuals, institutions, and associations to continue building a strong library workforce.

Results from this study fill many of the gaps in our understanding of human resource issues in libraries. We begin addressing these gaps with a presentation of libraries' staffing and demographic profiles in Section C. In Section D, we examine results pertaining to recruitment to the profession and to the organization, both from the perspective of the organization and from the individual staff member. Retirement issues, including recent retirements, projected future retirements, and libraries' experiences with retirements are the focus of Section E. These recruitment and retirement analyses are very important components of this study, as they allow us to identify the chief challenges the sector must address when hiring and planning for succession. Section F includes an analysis of staff retention, but also investigates the relationship between promotional opportunities and career aspirations. Sections G and H provide an evaluation of post secondary and continuing education, respectively, as well the implications of these findings for the sector's readiness to deal with organizational and professional role change. Section I includes a comprehensive analysis of job satisfaction that provides a benchmark against which human resource practitioners can evaluate the quality of work in their own organizations. A numerical projection of future supply of librarians assessed against predicted demand in the Canadian library sector is the primary focus of Section J. In assessing the fit between competency demand and supply, Section K ties together a number of recruitment, retirement, education, training, and job satisfaction findings that are presented throughout the report, supplemented with additional results from this study. Finally, Section L summarizes the key findings of the report.

Each section of the report concludes with a series of points highlighting the human resource planning implications of the results presented in that section. Most of the results are presented in the main body of the report in a series of tables and figures. Supplementary findings, however, are also provided in Appendix B and are referred to in the report when applicable. Although we recommend and hope that most individuals will read this report in its entirety, we are well aware that the sheer size of the report makes this more difficult. Alternatively, readers might also use this report as a reference tool in which they can examine specific sections and specific tables in the report that are applicable to their area of interest.

Our analytical focus is primarily on the entire Canadian library context; however, in recognizing the often vast differences between different types of libraries (e.g., academic, public, and special), results are typically examined by library sector. When appropriate and applicable, the findings are also presented for provincial/territorial geographic regions as well as for urban and rural areas of the country. Again, when appropriate and applicable, results from the individual survey are presented by occupational level and career stage to distinguish between the different experiences and perspectives among staff. Lastly, though most of the results apply to professional librarians, we also examine the role of the paraprofessional in several sections of the report.

Prior to presenting the findings, however, the methods used in each stage of our study are outlined in the following section.

Methods

B.1   Introduction

This research initiative was designed to answer a wide range of questions about librarianship within each type of library system, across regional jurisdictions of the nation, and at several occupational levels. As such, the breadth of the study demands a methods plan that is equally comprehensive and exhaustive. The research methods involved three major stages with each consecutive stage designed to inform the directions and content of subsequent stages. Stage I entailed a literature review, a compilation of existing Statistics Canada and library school graduate data, in-depth interviews with library administrators and focus group sessions with representatives from the Canadian Association of Research Libraries (CARL), the Canadian Urban Libraries Council (CULC), and the Alberta Association of Library Technicians (AALT). Although we draw upon some of the findings from Stage I in our analysis, the information gathered through these means primarily served to inform the survey questions for Stages II and III.

Stage II was a mail-out survey of library institutions and Stage III a web survey of librarians and paraprofessionals, which we refer to as the "institutional" and "individual" surveys, respectively. Results from the two surveys form the core of the analysis and are the primary data used in this report.

The following sections briefly outline the methods used for the two major phases of this research project (Stages II and III). A more detailed description of the questionnaire design and data collection methods used in all stages is provided in Appendix A and copies of the survey instruments are provided in Appendix C, D, and E.

B.2   Stage II: Survey of Library Administration (Institutional Survey)

This second stage of the 8Rs project involved the completion of a written, mail-out survey by library administrations from academic, public, and special library systems. A mail-out design was chosen because of the extensive nature of the data required and the length of time required to complete the survey.[2]

The questionnaire used in the institutional portion of the study was designed to collect information on the human resource experiences and perspectives of libraries (a copy of the survey instrument is provided in Appendix C).[3] The major focus of the institutional survey was to gather information on professional librarian staff, although respondents were also asked to provide some organizational statistics pertaining to paraprofessional and other professional staff members.

---

[2] Since detailed information about staff numbers was asked in the survey, it was expected that surveys would need to be completed by respondents over a number of days as they gathered data from their own records to fill in responses.

[3] This portion of the study was part of a larger investigation of the heritage sector, including libraries, museums, and archives and was funded in part by Canadian Heritage through the Canadian Council of Archives, the Canadian Library Association, and the Canadian Museums Association.

I   *Response Rates*

In total, 1,423 surveys were mailed in June 2003. However, after removing institutions that were not libraries, had closed down, were a branch of a larger system, were duplicate records, or that did not employ professional librarians, the "cleaned" sample is reduced to 1,357 surveys.

Table B.1 presents response rates for the total sample and for each Canadian province/territory. In total, 461 surveys were completed for a response rate of 34%. Given the number of libraries in Canada, results for the 461 libraries permits a high level of confidence in the findings and allows us to generalize the results to the Canadian library community at large. For the total sample, results are accurate within plus or minus 3.8 percentage points, 95 times out of 100.

Provincially and territorially, response rates ranged from a low of 22% in Newfoundland/Labrador to a high of 45% in Nova Scotia/PEI combined. This range of rates is entirely within the Atlantic provinces, which overall had a respectable response rate of 39%.

Table B.1   Response Rate by Province/Territory
(Institutional Survey)

Province/Territory	Cleaned Sample[1]	Completed Surveys[2]	Response Rate (%)
TOTAL	**1,357**	**461**	**34.0**
British Columbia	127	50	38.8
Alberta	261	77	29.5
Saskatchewan	41	11	26.8
Manitoba	93	41	44.1
Ontario	449	143	31.0
Quebec	261	89	33.7
New Brunswick	28	12	42.9
Nova Scotia/PEI	53	24	45.3
Newfoundland/Labrador	23	5	21.7
Northern Territories	21	6	28.6

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Cleaned Sample excludes institutions that were sent a survey but did not complete because they were 1) not a library, 2) closed down, 3) a branch already covered by a regional institution, 4) a duplicate record, or 5) an institution without professional staff.

[2] Completed provincial/territorial surveys do not add up to total surveys received since regional information was not provided for 3 institutions.

Table B.2 presents the response rates for each library sector. The rates vary somewhat between sectors, with CARL institutions the most likely of all sectors and sub-sectors to respond to the survey (90% response rate). At 68%, CULC libraries have the second highest rate. Response rates for other academic, other public and government libraries, while not as high, are within acceptable standards for a mail-out survey. The somewhat lower response rates for non-profit and for-profit libraries, however, suggests that some care needs to be taken when generalizing these findings to these Canadian special library communities.

Table B.2 **Response Rate by Library Sector**
(Institutional Survey)

Library Sector	Cleaned Sample[1]	Completed Surveys[2]	Response
TOTAL	**1,357**	**461**	**34.0**
TOTAL ACADEMIC	**168**	**84**	**50.0**
CARL	29	26	89.7
Other Academic	139	58	41.7
TOTAL PUBLIC	**659**	**234**	**35.5**
CULC	38	26	68.4
Other Public	621	208	33.5
TOTAL SPECIAL	**532**	**140**	**26.3**
Government	135	50	37.0
Non-profit	319	75	23.5
For-profit	78	15	19.2

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Cleaned Sample excludes institutions that were sent a survey but did not complete because they were 1) not a library, 2) closed down, 3) a branch already covered by a regional institution, 4) a duplicate record, or 5) an institution without professional staff.

[2] Completed library sector surveys do not add up to total surveys completed since library sub-sector information was not provided for 3 institutions, 2 of which were from Quebec.

II   *Institutional Characteristics*

The majority of analyses for the institutional survey focused upon those organizations with professional librarians. This reduces the sample size to 289 organizations for results on professional librarians within the institutional sample.[4]

About 4 in 10 Canadian libraries do not employ professional librarians.

As shown in Table B.3, while sample sizes from all academic and CULC libraries remain the same, sub-sample sizes are reduced by over half for other public and non-profit libraries, by nearly 30% for government, and by 20% among for-profit libraries. The resulting reduced sample size is adequate for all but one library sector. The number of for-profit libraries is reduced to an inadequate number (13), such that their data are not representative of the sector and presentation of their results would risk jeopardizing respondent confidentiality. The majority of for-profit results, therefore, are not presented separately in the report, but they are included in the Total Special results.

[4] That only 63% of libraries in our sample have professional librarians on staff is comparable with findings from a 1999 statistical study estimating that six in ten libraries employ professional librarians. The finding that smaller public and non-profit libraries are the least likely to employ professional librarians also concurs with this previous statistical compilation of library data (Schrader and Brundin, 2002).

Table B.3   **Organizations Employing Professional Librarians by Library Sector**
(Institutional Survey)

Library Sector	% of Organizations with Professional Librarians	Reduced
TOTAL	**63**	**289**
TOTAL ACADEMIC	**100**	**84**
CARL	100	26
Other Academic	100	58
TOTAL PUBLIC	**51**	**120**
CULC	100	26
Other Public	45	94
TOTAL SPECIAL	**59**	**85**
Government	72	36
Non-Profit	46	36
For-Profit	87	13

Source: 8Rs Canadian Library Human Resource Institutional Survey

Table B.4 displays the percentage distribution across library sector of librarians represented by the participating institutions and the mean number of librarians represented in each sector. One-half of the 3,299 (FTE) librarians represented in this survey work in public libraries, 43% work in academic libraries, and special libraries employ just 6% of library professionals. Though CARL and CULC represent only 18% of the institutions in the sample, more than three-quarters (78%) of professional librarians work in these two sectors. CARL and CULC libraries also, on average, employ the largest number of librarians per organization (48 and 52, respectively). The remaining sectors have a much smaller average professional librarian staff size (ranging from 2 to 7 librarians per organization).

Table B.4   **Librarian Representation by Library Sector**
(Institutional Survey)

Library Sector	Sector Distribution of Professional Librarians	Mean Number of Librarians Per Organization
TOTAL	**100**	**11**
	(Total FTE Librarians: 3,299)	
TOTAL ACADEMIC	**43**	**17**
CARL	37	48
Other Academic	6	4
TOTAL PUBLIC	**50**	**14**
CULC	41	52
Other Public	9	3
TOTAL SPECIAL [1]	**6**	**3**
Government	3	7
Non-Profit	3	2

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

The distribution of libraries and librarians across sectors should be kept in mind when examining the total results and the results for each sector. Clearly, CARL and CULC libraries, although smaller in number, represent the majority of librarians working in Canada and each member of these institutions has, on average, a larger professional librarian staff base.

Some of the key human resource analyses presented in this report are also examined by province/territory and by urban and rural geographic location. We draw upon Statistics Canada's definitions to define the rural and urban categories used in this study. "Rural and Remote" includes libraries located in non-metro-adjacent communities with a population of less than 10,000, plus libraries located in the northern territories. As shown in Figure B.1, 18% of the sample of libraries are located in rural and remote regions of Canada. To distinguish between the typically larger, more prosperous, and more geographically central libraries and those located in smaller urban centres, two classes of "urban" were designated. "Mid-Sized Urban" refers to libraries located in Census Agglomerations (CAs) which have an urban core population between 10,000 and 99,000, including all neighbouring municipalities where 50% or more of the labour force commutes into the urban core. Mid-sized urban centres range from the most populated City of Barrie to the least populated Labrador City and, as shown in Figure B.1, comprise 18% of the libraries in our sample. Finally, "Large Urban" refers to libraries located in Census Metropolitan Areas (CMAs) which have an urban core population of at least 100,000 and abide by the same commuting rules as CAs (Statistics Canada, 1999a). Large urban centres range from the most populated city of Toronto to the least populated city of Thunder Bay. The majority of libraries (64%) in the sample are located in large urban regions. Appendix Table B.1 provides a complete list of Canada's CAs and CMAs that are included in the two urban categories and Appendix Table B.2 provides the percent distribution of these rural/urban designations within each library sector.

Figure B.1   Rural and Remote[1], Mid-Sized Urban[2], and Large Urban[3] Library Representation[4]
(Institutional Survey)
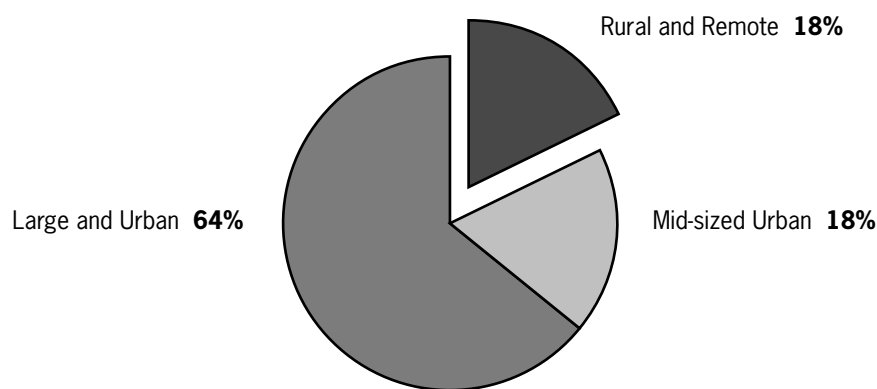
Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Rural and Remote includes communities with a core population of less than 10,000, plus the northern territories.

[2] Mid-Sized Urban corresponds to Statistics Canada's Census Agglomerate (CA) definition and has a population size between 10,000 and 99,999 including all neighbouring municipalities where 50% or more of the labour force commutes into the urban core.

[3] Large Urban corresponds to Statistics Canada's Census Metropolitan Area (CMA) definition and has a population of at least 100,000 including all neighbouring municipalities where 50% or more of the labour force commutes into the urban core.

[4] Distribution of rural and remote/urban is for libraries employing professional librarians only and excludes 2 institutions for which geographic location information was not provided (n=287).

B.3 Stage III: Survey of Professional Librarians and Paraprofessional Staff (Individual Survey)

While the institutional survey provides information on staff numbers and human resource practices from the perspective of administration, the survey of librarians and paraprofessionals offers a critical firsthand view about the career experiences, opportunities, and expectations of two important segments of library staff. The analytic focus of this portion of the study is to gain an understanding of the 8Rs from the viewpoints of those working in the sector. This survey, conducted in the summer of 2004, is the largest and most comprehensive stage of the research project. Because of the size and diversity of the library workforce, the decision was made to utilize a web survey so that the largest number of staff could be reached within the shortest amount of time and with the lowest costs incurred. For the same reasons, the decision was made to concurrently survey both professional and paraprofessional library staff (See Appendix D for a copy of the survey instrument).

Two major strategies were used to optimize the number of survey respondents and the representativeness of the sample.[5] First, for both types of library staff, a multi-stage random sampling technique was employed to ensure sufficient sub-sample sizes and representation from all library sectors and from all geographical regions of Canada. Second, after the deadline for completion of the random survey, a Canada-wide call to potential respondents was made, in order to provide library staff who were not represented in the sampling frame an opportunity to participate in the survey, and to supplement sector and geographical representation. The non-random portion of respondents were invited to participate through list servers provided by 56 library associations and, in the case of CULC, by 25 specific library institutions.

I Response Rates and Confidence Intervals

Table B.5 provides the sample and sub-sample sizes and the confidence interval for the French and English random and non-random samples, and the response rate for the random sample portion of respondents. Of the 8,626 potential respondents randomly selected from the sampling frame, 3,148 librarians and paraprofessional staff participated in the survey for a response rate of 37% and a confidence interval of 1.6 (i.e., results are within plus or minus 1.6 percentage points, 95 times out of 100).

Table B.5   Respondents by Sample Source
(Individual Survey)

Sample Source	Random Sampling Frame[1]	Sample Size	Response Rate	Confidence Interval @ 95%
TOTAL RESPONDENTS	**N/A**	**4,693**	**N/A**	**1.2**
Total Random Sample[2]	**8,626**	**3,148**	**36.5**	**1.6**
English Sample		2,980		
French Sample		168		
Total Non-Random Sample (List Server)[3]	**N/A**	**1,545**	**N/A**	**N/A**
English List Server		1,446		
French List Server		99		

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] The sampling frame excludes individuals who were sent a survey but did not complete because they 1) did not perform library work, 2) no longer worked in a library or library had closed, 3) never worked in a library-type institution, or 4) were a duplicate record. The sample includes only those respondents completing at least two survey questions.

[2] Multi-stage random sampling at variable rates was conducted to ensure sufficient sub-sample sizes and representation from all library sectors, from all geographical regions of Canada, and for professional librarians and paraprofessional staff. If potential respondents who did not receive the survey because of an incorrect e-mail address or because they were away are removed from sampling frame, the response rate out of the remaining 7,569 potential respondents is 42%.

[3] To provide library staff who were not represented in the sampling frame an opportunity to participate in the survey, potential respondents were invited to complete the survey through a variety of list servers.

[5] The sampling frame of librarian and paraprofessional staff was developed over several months with the assistance of several library associations and libraries that provided the 8Rs research team with their membership or staff lists supplemented by internet searches. In total, 12,472 library staff members were included in the population frame from which sampling took place. Although this population framework is the most comprehensive list available, it does not represent the entire population of librarians and paraprofessionals currently working in the Canadian library system. Primarily for the reason of this incomplete sampling frame, the list server respondents were added to the sample data base.

When adding the 1,545 list server respondents to the sample, the total sample size increases to 4,693 and the confidence interval decreases to plus or minus 1.2 percent. These very low confidence intervals combined with a respectable response rate indicate that the sample of library staff used in this study are highly representative of all librarians and paraprofessionals and that we can be very confident in the results presented in this report.

Table B.6 presents the distribution of individual survey respondents by province for the combined random and non-random samples. Since the total population size of library staff within each province is unknown, we are not able to provide confidence intervals for each province.[6] Ontario comprises the largest proportion with 42% of respondents working in this province. Three in ten library staff are from British Columbia or Alberta, while about one in ten work in Saskatchewan or Manitoba (4%), Quebec (8%), or the Maritimes (11%). Only 1.4% of the total sample work in a library located in one of the northern territories.

Table B.6 **Respondents by Province/Territory**
(Individual Survey)

Province / Territory	Total Sample Size[1]	Percent of Total Sample
TOTAL	**3,920**	**100**
British Columbia	604	16
Alberta	545	14
Saskatchewan	175	5
Manitoba	156	4
Ontario	1,630	42
Quebec	314	8
New Brunswick	117	3
Nova Scotia	178	5
Newfoundland / Labrador	79	2
Prince Edward Island	34	1
Yukon	26	1
Northwest Territories	16	<1
Nunavut	12	<1

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Sample excludes respondents who did not provide geographic information or who work in a non-Canadian library.

Table B.7 provides the sample sizes, sector distribution of the sample, and confidence intervals for each library sector. The 1,580 librarian and paraprofessional respondents working in the academic sector represent 38% of the total sample. Results provided for academic libraries are accurate within plus or minus 2.1%, 95 times out of 100, public libraries within plus or minus 2.2%, and special libraries within plus or minus 3.3%.

Although sub-sample sizes are adequate for most sectors (and more than adequate for some sectors), the 98 respondents working in for-profit libraries is lower than what is required to be fully confident in the responses from this sector. School librarians comprise 5% of the total sample and, although confidence intervals are higher than we would like, the sample is still within acceptable limits.[7]

[6] Confidence intervals can only be calculated when the population size is known.

[7] The survey was conducted in mid-June, resulting, no doubt, in a lower response rate for school librarians.

Over half of respondents are from one of the two largest employers of library staff (CARL and CULC). This is much lower than the 93% of librarians represented in CARL and CULC from the institutional survey, but it should be kept in mind that the institutional survey did not include school libraries and, in addition, under-represented special libraries. It should also be noted that the "Total Special" individual survey responses also include 19 librarians working in a non-traditional library setting (e.g., as a consultant or vendor, or on a non-academic research project).

The 50-50 ratio of library staff between CARL and CULC is consistent for both the individual and institutional surveys, however. With respect to government libraries, a breakdown of federal, provincial, and municipal proportions of individual respondents can be found in Appendix Table B.4.

Table B.7   **Sample Size and Confidence Intervals by Library Sector**
(Individual Survey)

Library Sector	Sample Size[1]	% of Total Sample	Confidence Interval at 95%
TOTAL	**4,124**	**100**	**1.2%**
TOTAL ACADEMIC	**1,580**	**38**	**2.10%**
CARL	1,041	25	2.70%
Other Academic	539	13	3.60%
TOTAL PUBLIC	**1,566**	**38**	**2.20%**
CULC	1,055	26	2.70%
Other Public	511	12	3.70%
TOTAL SPECIAL	**757**	**19**	**3.30%**
Government	420	10	4.10%
Non-Profit	220	5	6.00%
For-Profit	98	2	9.50%
SCHOOL	221	5	6.20%

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Sample excludes respondents who did not provide library sector information or those who work in a non-Canadian library.

Because of issues of confidentiality, a different method was used to determine the rural/urban location of individual respondents than was used for the institutional sample.[8] Nevertheless, as shown in Appendix Table B.5, the exact same proportion of individual respondents as institutional respondents were located in a rural or remote region of Canada (18%).

B.4   Data Limitations

While we are confident that the overall findings from this research can be applied to the Canadian library context, there are some limitations that should be considered. First, the sheer amount of data garnered from this study makes the analyses which inter-relate findings between surveys, and between survey questions, a very complex process that could be performed in a multitude of ways. In recognizing this, and in recognizing the limitations of time and money, we believe that while the report provides an enormous amount of heretofore unknown informa-

---

[8] Rural and Remote, Mid-Sized Urban, and Large Urban designations were based on the city/town information provided by institutional respondents. To protect the confidentiality of individual respondents, city/town information was not asked. Rural designation in the individual sample is based on "no" responses to the question "Is your library located in an urban centre with a municipal population of more than 10,000 people?" Because not all respondents provided an answer to this question, rural designation was also assigned to respondents indicating that they "already work in a rural/remote region of Canada," plus respondents residing in one of Canada's northern territories.

tion and knowledge about human resources in Canadian libraries, there is certainly room for further exploration of the data. It is our hope that the library community and academics take advantage of this unprecedented data set to analyze human resource topics at a more in-depth and perhaps more sophisticated level. For example, though we perform a multivariate analysis in a few areas, most of the results provided are simple correlations.

Second, certain sectors and groups are not sufficiently represented to allow as much confidence in the findings as we have for the total samples and for most sub-groups. The response rate for the entire institutional survey is sufficient to allow the generalization of results to the Canadian library context. However, special libraries are somewhat under-represented (especially for-profit libraries) as are libraries located in Newfoundland/Labrador. The lower response rates warrant some caution when interpreting results from this sector and this province. Furthermore, since library staff working in for-profit libraries are also under-represented in the individual survey, we have less confidence in the conclusions drawn with respect to this sector overall.

It should also be acknowledged that voluntary staff members are under-represented in the study. Only 19 cases (0.5%) of total sample of individual library staff work on a voluntary basis. Results from the institutional survey (see Appendix Table C.2) suggest that these numbers should be higher.

Third, it needs to be understood that the total number of librarians working in Canada that are used to project future retirements and future librarian and paraprofessional supply (see Tables E.6, J.3, and J.5) are rough approximations and should not be used literally. The vast majority of the information disseminated in this report are from our own study, however, since there are no available data that allow for a definitive estimation of the total number of librarians and paraprofessionals in Canada, we rely on extrapolations from the institutional survey in combination with data from the National Core Library Statistics Program (Schrader and Brundin, 2002). At the same time, these approximations are likely more precise than what is available elsewhere.[9]

Lastly, it should be noted that not all respondents provided an answer to every question in either survey. Accordingly, we have provided the number of respondents (n) for each table and figure as an indication of individual question response rates. On the rare occasion when response rates for individual questions were deemed as inappropriately low, we do not present the data at all.

---

[9] Statistics Canada 2001 census data states there are over 12,000 professional librarians in Canada, but this estimate is not very accurate since we are not certain how many of these individuals meet the MLIS (or historical equivalent) standard, nor does the figure include administrators.

Workplace and Demographic Characteristics of Canadian Library Personnel

In this section we present the types of library staff represented in the individual survey, their work status and career stage, and their demographic characteristics. We draw on the individual survey exclusively in this section for ease in interpreting the numbers. Since the individual survey was conducted in 2004 and the institutional in 2003, the former are also more recent data and, therefore, depict the most current trends. Complementary institutional data are provided in Appendix Tables C.1 through C.5.

C.1   Staff and Workplace Characteristics

Of the 4,693 respondents in the individual sample, 98% were currently employed in a library-type setting. Of these, Table C.1 shows that half are professional librarians, 43% paraprofessional staff, and 7% other professionals and managers (without a MLIS degree). With two exceptions the distribution of the different types of staff are very similar for all sectors. First, within non-CULC public libraries, other professionals and managers are more highly represented (17% compared to 7% for the total sample). Secondly, a much greater proportion of those working in schools are paraprofessionals than professional librarians (81% and 16%, respectively). This distribution reflects the reality of school libraries which have endured years of budget cuts, often eliminating librarian positions or replacing them with paraprofessional staff.

Table C.1 Type of Library Staff by Library Sector
(Individual Survey; n=4,497)

Library Sector	Percent		
	Professional Librarians[1]	Para– Professional Staff[2]	Other Professionals / Managers[3]
TOTAL SAMPLE	**50**	**43**	**7**
TOTAL ACADEMIC	**49**	**44**	**7**
CARL	51	42	7
Other Academic	47	48	5
TOTAL PUBLIC	**53**	**38**	**9**
CULC	56	39	5
Other Public	46	37	17
TOTAL SPECIAL	**57**	**37**	**6**
Government	59	36	5
Non-Profit	52	41	7
For-Profit	51	40	9
TOTAL SCHOOL	**16**	**81**	**3**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Professional Librarians are defined as those who have an MLIS degree and are working as a professional librarian, manager, or other professional.

[2] Paraprofessionals are defined as individuals who are working as a library technician, assistant, associate, or aide, irrespective of whether they have an MLIS degree and individuals working as a librarian without an MLIS degree.

[3] Other Professionals and Managers are defined as individuals who are working in a professional position without an MLIS degree (e.g., systems analyst, personnel, finance, marketing) or a management position without an MLIS degree.

More than 6 in 10 professional librarians work in a supervisory or managerial role.

Among the professional librarians represented in the sample, 38% are in non-management positions, 44% in supervisory or middle management positions, and 18% are working as senior administrators (Table C.2). Other public and non-profit librarians are most likely to be working in some type of supervisory or managerial role. Since these libraries are often staffed with just one or two people, the results likely reflect the fact that these librarians perform a wide variety of job functions, including management.

Overall, however, the fact that 62% of librarians are working in some management capacity is noteworthy and provides the first indication of many in this analysis of the need for librarians to perform managerial functions.

Table C.2   **Occupational Level of Professional Librarians by Library Sector**
(Individual Survey; n=2,134)

Library Sector	Percent		
	Non-Management	Supervisor / Middle Mngmt.[1]	Senior Administrator[2]
TOTAL SAMPLE	**38**	**44**	**18**
TOTAL ACADEMIC	**43**	**39**	**18**
CARL	47	39	14
Other Academic	36	38	26
TOTAL PUBLIC	**34**	**49**	**17**
CULC	39	53	8
Other Public	22	41	37
TOTAL SPECIAL	**36**	**43**	**21**
Government	38	46	16
Non-Profit	32	42	26
For-Profit	30	33	37
TOTAL SCHOOL	**22**	**53**	**25**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Supervisor/Middle Management includes such positions as supervisor, branch or department head.

[2] Senior Administrator includes such positions as head or chief librarian, director, or CEO or assistant head or chief librarian, director, or CEO or regional head.

With respect to paraprofessional staff, Table C.3 shows that 38% are library technicians, 35% library assistants, associates, or aides, and 27% are working in supervisory or managerial positions. Library technicians are most highly represented in non-CARL academic and special libraries. CARL and CULC libraries, on the other hand, are most likely to hire library assistants, associates, and aides, with 50% of the paraprofessional cadre holding these job titles. As was the case for librarians and likely for the same reasons, paraprofessionals working in management positions are most often located in smaller public and school libraries.

Table C.3   Occupational Level of Paraprofessional Staff by Library Sector
(Individual Survey; n=3,621)

Library Sector	Percent			
	Library Technician	Library Assist./ Assoc./Aide	Supervisor/ Middle Mngmt.[1]	Senior Admin.[2]
TOTAL SAMPLE	**38**	**35**	**20**	**7**
TOTAL ACADEMIC	**41**	**41**	**17**	**1**
CARL	33	50	17	<1
Other Academic	55	26	17	2
TOTAL PUBLIC	**27**	**43**	**22**	**8**
CULC	30	50	19	1
Other Public	20	27	29	24
TOTAL SPECIAL	**58**	**16**	**18**	**8**
Government	61	19	16	4
Non-Profit	49	18	18	15
For-Profit	63	3	26	8
TOTAL SCHOOL	**28**	**21**	**30**	**22**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Supervisor/Middle Management includes such positions as supervisor and branch or department head.

[2] Senior Administrator includes such positions as head or chief librarian, director, or CEO or assistant head or chief librarian, director, or CEO or regional head.

Almost nine in ten librarians work on a full-time, permanent basis. Table C.4 presents the proportion of librarians and paraprofessionals working on a part-time or temporary basis. Though some sector variation is evident, the proportion of librarians working on a part-time or temporary basis is fairly consistent across sectors. CARL librarians tend to be less likely to work in part-time positions but are slightly more likely to be in temporary, rather than permanent, jobs. Part-time librarian positions are slightly more often found in CULC, non-profit, and for-profit libraries.

Table C.4   Work Status of Librarians and Paraprofessionals by Library Sector
(Individual Survey)

	Percent			
	Professional Librarians (n=2,080)		Paraprofessional Staff (n=1,781)	
Library Sector	Part-Time[1]	Temporary[2]	Part-Time[1]	Temporary[2]
TOTAL SAMPLE	**7**	**7**	**25**	**6**
TOTAL ACADEMIC	**4**	**9**	**11**	**6**
CARL	4	9	10	4
Other Academic	4	8	11	8
TOTAL PUBLIC	**10**	**5**	**43**	**4**
CULC	11	4	41	5
Other Public	5	8	47	4
TOTAL SPECIAL	**8**	**8**	**21**	**13**
Government	5	8	16	15
Non-Profit	11	6	30	12
For-Profit	15	4	18	8
TOTAL SCHOOL	**6**	**3**	**32**	**4**

Sources: 8Rs Canadian Library Human Resource Individual Survey

[1] Part-Time status includes individuals who normally working less than 30 hours per week.

[2] Temporary includes individuals where there is an indication of when the employment will end.

Comparatively, paraprofessional library staff are more than three times more likely than librarians to be working on a part-time basis (25% compared to 7%). Even greater differences in part-time rates are observed between librarians and paraprofessionals within public libraries (43% compared to 10%). Temporary employment, however, is equally uncommon for most librarians and paraprofessionals.

Table C.5 presents the proportion of librarians and paraprofessionals represented by a union or staff association. Although a greater proportion of paraprofessionals than professionals are covered by a collective agreement (79% versus 67%), much of this difference is attributed to the higher unionization rates among paraprofessionals working in school settings. Compared to school librarians, 67% of whom are unionized, 90% of paraprofessionals belong to a union. For both types of staff, unionization rates vary considerably between sectors. Generally, school paraprofessionals and those working in large libraries are more likely to be unionized.

Table C.5   **Union status[1] of Librarians and Paraprofessionals by Library Sector**
(Individual Survey)

	Percent Union Members	
Library Sector	**Professional Librarians** (n=2,080)	**Paraprofessional Staff** (n=1,773)
TOTAL SAMPLE	**67**	**79**
TOTAL ACADEMIC	**83**	**91**
CARL	88	95
Other Academic	72	84
TOTAL PUBLIC	**59**	**75**
CULC	69	88
Other Public	32	46
TOTAL SPECIAL	**54**	**49**
Government	76	74
Non-Profit	25	27
For-Profit	74	8
TOTAL SCHOOL	**67**	**90**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on "yes" responses to the question: "Are you currently covered by a union or staff association (e.g., are you covered by a collective agreement or a union contract?")

To capture differences in results between staff at various stages of their careers, some of the data in this report are provided separately for recent professional librarian entrants, mid-career librarians, and senior librarians, when appropriate and possible. The proportion of librarians and paraprofessional staff defined as "Recent Entrants", "Mid-Career," and "Senior" are displayed in Table C.6 by library sector.

One in five professional librarians have been working in their careers for less than 6 years, one quarter are in the middle of their careers (6 to 15 years), and more than half (54%) have been working for at least 16 years as a professional librarian. These proportions differ little between most sectors. Librarians working in non-profit libraries are, however, less likely to have been in their careers as long as the average (43% are senior librarians compared to 54% for the total sample), while school librarians tend to have been in their careers for a longer period (63% for more than 15 years). These sector variations generally follow the differences in age profiles (presented in Table C.9). The career stage patterns in Table C.6 also reflect the historical hiring patterns of Canadian librarians. For example, with one in five librarians recently being hired within a 5 year period of graduating, and only slightly more between the larger time span of 6 and 15 years used to define mid-career librarians, we have evidence of the hiring freezes and workforce reductions that took place in the 1990s. Similarly, the predominance of senior librarians in the Canadian workforce reflects the more active hiring trends in the decades prior to this.

Over half of professional librarians have been in their careers for more than 15 years.

Table C.6 also shows that paraprofessional staff have not been working in their careers for quite as long as professional librarians, although a significant minority (44%) are still considered long-term (i.e., have worked in career for more than 15 years). CARL paraprofessionals are highly likely to be "senior" (54%). But, in contrast to the career stage distribution of school librarians, paraprofessionals working in school settings are one of the least likely (31%) of all groups to have worked for this length of time. Again, the school professional/paraprofessional career stage data demonstrate the recent preference for hiring paraprofessional rather than professional staff in this sector.

Table C.6   **Career Stage[1] of Librarians and Paraprofessionals by Library Sector**
(Individual Survey)

	Percent					
	Professional Librarians (n=2,102)			Paraprofessional Staff (n=1,788)		
Library Sector	Recent Entrants	Mid-Career	Senior	Recent Entrants	Mid-Career	Senior
TOTAL SAMPLE	**20**	**26**	**54**	**25**	**31**	**44**
TOTAL ACADEMIC	**20**	**26**	**54**	**18**	**28**	**54**
CARL	20	24	56	14	27	59
Other Academic	20	30	50	25	30	45
TOTAL PUBLIC	**17**	**26**	**57**	**29**	**32**	**39**
CULC	16	27	57	29	28	43
Other Public	23	22	55	30	40	30
TOTAL SPECIAL	**24**	**28**	**48**	**27**	**32**	**41**
Government	20	30	50	23	37	40
Non-Profit	27	30	43	31	29	40
For-Profit	22	24	54	33	21	46
TOTAL SCHOOL	**17**	**20**	**63**	**36**	**33**	**31**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Recent Professional Librarian Entrants are individuals who have been working as a professional librarian for less than 6 years, Mid-Career Professional Librarians have been working as a librarian for 6 to 15 years, and Senior Librarians for more than 15 years.

C.2   Demographic Characteristics

Discussions in the literature about a shortage of professionals are often interspersed with the need for libraries to build a more diverse workforce (Howland, 1999; Acree, Epps, Gilmore, & Henriques, 2001). The library sector, which may as a whole be a female-dominant field in terms of numbers, is still seen as not creating enough opportunities for women and visible minorities, particularly in higher management. Canada-wide general labour force research demonstrates that males continue to dominate the uppermost ranks despite that females have made inroads into supervisory and middle-management positions (Hughes, 2000). Visible minority under-representation has particular relevance with the Human Resources Development Canada (2002) prediction that by 2011, all net labour force growth in Canada will be supplied by immigrant workers. As our institutions and services are, to a certain extent, expected to mirror the demographics of our larger society, programs designed to enhance employment equity and diversity are of considerable importance. Libraries in particular are charged with providing service access across cultures and demographics, which is enhanced by the presence of staff who understand cross-cultural issues. It is with these considerations in mind that we present the demographic characteristics of professional librarians and paraprofessional staff.

Overall, females are significantly more represented than males, with nearly eight in ten librarians being female (Table C.7). This is comparable to the gender ratio within all Canadian non-profit organizations where 75% are female (Saunders, 2004). Gender disparity is greatest among paraprofessionals, where females hold nine out of every ten positions. Librarian and paraprofessional staff working in academic libraries are the least likely to be female.

Table C.7 **Percentage of Librarians and Paraprofessionals Female by Occupational Level and by Library Sector**
(Individual Survey)

| | Percent | | | |
| | Professional Librarians (n=1,923) | | | Paraprofessional Staff (n=1,583) |
Library Sector	TOTAL	Non-Management / Middle Management[1]	Senior Administration[2]	TOTAL
TOTAL SAMPLE	**79**	**81**	**74**	**90**
TOTAL ACADEMIC	**74**	**77**	**64**	**85**
CARL	73	75	59	83
Other Academic	77	79	71	89
TOTAL PUBLIC	**83**	**85**	**76**	**94**
CULC	85	86	71	93
Other Public	80	80	79	95
TOTAL SPECIAL	**83**	**83**	**86**	**91**
Government	82	81	89	95
Non-Profit	86	86	86	82
For-Profit	85	89	80	94
TOTAL SCHOOL[3]	**84**	**87**	**--**	**93**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] <u>Middle Management</u> includes such positions as supervisor and branch or department head.

[2] <u>Senior Administrator</u> includes such top positions as head or chief librarian, director, or CEO or <u>assistant</u> head or chief librarian, director, or CEO or regional head.

[3] Results are not presented for <u>Senior Administrators</u> working in school libraries because of insufficient cases reporting.

The difference in female representation between non-management and management is only 7 percentage points; however, the disparity is somewhat greater in some sectors. Specifically, 41% of CARL senior administrators are males compared to the total sample figure of 26%. Although only 29% of CULC senior administrators are male, the difference between this group and non-management is 15%, which is somewhat above the total sample difference of 7%. We can conclude, then, that all types of library staff are predominantly women, but that in the uppermost ranks of librarians they are less visible in the two largest types of libraries.

Table C.8 reveals that visible minorities are not well represented in Canadian libraries, comprising only 7% of the professional librarian labour force (compared to 14% in Canada's entire labour force). The largest proportion of visible minorities is found in non-profit and for-profit special libraries (11% and 10%, respectively), although this is still below the national average. Visible minorities are even less likely to be working as senior administrators, and this is the case for all but the government sector.

Aboriginal librarians are not well represented in the Canadian labour force (comprising 3% of the total labour force), but they are even less visible in the library community in all sectors and at all occupational levels. Visible minority and aboriginal representation among paraprofessional staff (Table C.9) is similarly below the national average in virtually all sectors.

The limited sector variation in visible minority and aboriginal representation does not correspond with whether or not institutions have a hiring policy designed to recruit professionals from diverse ethnic and racial backgrounds (See Appendix Table C.6). For example, compared to the total institutional sample where only 28% have such a policy, 77% of CARL libraries report having a diversity policy, but their visible minority representation does not significantly depart from other sectors. These results suggest not only that libraries without diversity policies should consider implementing such a policy, but that those with a policy should look closely at how it is being implemented.

Table C.8   **Percentage of Librarians Visible Minority and Aboriginal by Occupational Level and by Library Sector**
(Individual Survey; n=1,910)

	Percent					
	Visible Minority[1]			Aboriginal[2]		
Library Sector	TOTAL	Non-Mngmt. / Middle Mngmt.[3]	Senior Admin.	TOTAL	Non-Mngmt./ Middle Mngmt.[3]	Senior Admin.
TOTAL SAMPLE	**7**	**7**	**4**	**1**	**1**	**1**
TOTAL ACADEMIC	**6**	**7**	**2**	**1**	**1**	**2**
CARL	7	8	0	2	2	3
Other Academic	6	7	3	1	1	0
TOTAL PUBLIC	**7**	**7**	**3**	**1**	**1**	**1**
CULC	8	8	2	1	1	0
Other Public	4	4	4	1	0	1
TOTAL SPECIAL	**8**	**9**	**6**	**1**	**1**	**0**
Government	6	6	9	1	1	0
Non-Profit	11	13	7	0	0	0
For-Profit	10	16	0	0	0	0
TOTAL SCHOOL[4]	**6**	**0**	--	**0**	**0**	--

Sources: 8Rs Canadian Library Human Resource Individual Survey

[1] Visible Minorities include those who are non-Caucasian in race or non-white in colour (e.g., black, Asian, Middle Eastern, Hispanic).

[2] Aboriginal individuals include those who identify themselves as Status Indian, Non-Status Indian, Métis or Inuit.

[3] Includes non-management, middle management and supervisors.

[4] Results are not presented for Senior Administrators working in school libraries because of insufficient cases reporting; however, they are included in the *Total Sample* results.

Currently, the MLIS from an American Library Association-accredited school is the base requirement for work as a professional librarian in most Canadian libraries. Still, we have little understanding of how organizations assess non-North-American credentials. This will undoubtedly be a point of concern as the immigrant labour force continues to grow, and as libraries may need to draw more frequently from this external labour pool.

The results of our study show, however, that less than three in ten libraries have a formal policy recognizing the credentials of librarians who have graduated from non-North American programs and even fewer (2%) current librarians obtained their degrees outside of North America. The latter finding suggests that little hiring of immigrants is taking place within the library sector.

Table C.9 **Percentage of Paraprofessionals Visible Minority and Aboriginal by Library Sector**
(Individual Survey; n=1,575)

| | Percent | |
Library Sector	Visible Minority[1]	Aboriginal[2]
TOTAL SAMPLE	**7**	**2**
TOTAL ACADEMIC	**9**	**2**
CARL	12	1
Other Academic	5	3
TOTAL PUBLIC	**6**	**2**
CULC	7	1
Other Public	4	4
TOTAL SPECIAL	**6**	**1**
Government	5	2
Non-Profit	9	1
For-Profit	3	0
TOTAL SCHOOL	**3**	**1**

Sources: 8Rs Canadian Library Human Resource Individual Survey

[1] Visible Minorities include those who are non-Caucasian in race or non-white in colour (e.g., black, Asian, Middle Eastern, Hispanic).

[2] Aboriginals (including those who identify themselves as Status Indian, Non-Status Indian, Métis or Inuit).

The demographic composition of the library community is further depicted through a presentation of the age distribution of professional librarians and paraprofessional staff in Table C.10.

Professional librarians are most likely to be female (79%), Caucasian (93%), and over 45 years of age (65%).

Table C.10   Age Category[1] of Librarians and Paraprofessionals by Library Sector
(Individual Survey)

	Percent					
	Professional Librarians (n=1,886)			Paraprofessional Staff (n=1,560)		
Library Sector	< 45	45-54	55+	< 45	45-54	55+
TOTAL SAMPLE	35	40	25	38	41	21
TOTAL ACADEMIC	34	39	27	36	40	24
CARL	32	39	29	33	42	25
Other Academic	38	37	25	42	36	22
TOTAL PUBLIC	34	44	22	42	38	20
CULC	34	47	19	42	38	20
Other Public	34	37	29	43	40	17
TOTAL SPECIAL	39	38	23	41	43	16
Government	37	37	26	42	47	11
Non-Profit	43	41	16	36	42	22
For-Profit	39	37	24	46	36	18
TOTAL SCHOOL	19	44	37	30	48	22

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Only 77% of respondents provided year of birth information from which age is derived.

One-quarter of librarians are 55 years of age and older. This is more than double the national average figure, where only 11% of Canadian workers are 55 years and over and higher than several other comparable professionals; 15% of museum professionals, 13% of RNs, and 17% of college teachers are within this age category. Compared to teachers, 33% of whom are 50 years of age and older, 49% of professional librarians are at least 50 years old. The age distribution of librarians is also more heavily weighted in the older age categories compared to the entire non-profit sector; only 39% of employees in the non-profit sector are 45 years of age or older compared to 65% of librarians (Saunders, 2004). Similar or lower proportions of librarians are, however, 55 years of age or older compared to archivists (23%), medical specialists (25%) and professors (29%).[10]

Table C.10 demonstrates that school librarians are significantly older than other librarians, but also that librarians working in CARL and smaller public libraries have a somewhat older age profile than on average. CARL paraprofessional staff also tend to be older than those working in other sectors. In contrast, non-profit librarians have the youngest age profile with only 16% being 55 years of age or older, followed closely by CULC librarians, 19% of whom are in the oldest age category.

These age data have obvious implications for retirements which will be examined in much greater detail in Section E.

C.3   Strategic Human Resource Planning Implications

- Sixty-two percent of librarians are working in a managerial function, indicating a trend of employing librarians as managers and the shifting some of librarians' traditional job responsibilities to non-MLIS staff.

[10] The comparable data used in this paragraph are from Statistics Canada Canadian Socio-Economic Information Management System (CANSIM) tables and for archivist and museum professionals from the 8Rs report, "The Future of Heritage Work in Canada" (2004).

- A relatively high proportion of paraprofessionals working in part-time or temporary positions is a point of notice for library organizations. Taking a long view, which incorporates an understanding of anticipated retirement rates, institutions are advised to think about how they wish to configure the work status of their future workforce (understanding that there are other constraints, such as financial resources, collective agreements, etc.)

- While library work is female-dominated, we see that relatively higher proportions of senior administrators are male. This supports the premise that, as with many other female-dominated professions, though women have made inroads into supervisory and middle management positions, men are still more likely to become senior administrators; institutions should ensure that equal opportunities in the upper levels of management and leadership are presented to women in the workplace.

- Visible minorities and Aboriginal staff are under-represented across all types of libraries. Institutions need to consider diversity programs if they do not already have them and should explore recruitment strategies that actively attract minorities to their libraries. Institutions working with collective agreements should also examine how they promote or prohibit diversification of the workforce. This need for diversifying the workforce also has implications for educators, in terms of how they promote recruitment to MLIS and library technician programs. Associations, too, should consider a long-term role in promoting the profession outside the predominantly Caucasian demographics.

- Few library policies recognizing the professional credentials of non-North American graduates seems to be resulting in the hiring of few immigrant librarians. A greater awareness and understanding of this is necessary within institutions as immigrants increasingly comprise a larger share of the Canadian labour force. Library associations need to consider how they can support institutions in assessing and recognizing degree and accreditation equivalencies.

- School librarians tend to be older than other groups of librarians, and may be first to retire; the question is whether these positions will continue to be defined as librarian positions or whether schools will sustain a trend of replacing librarians with library technicians and other library workers. Decision-makers must be reminded of the long-term implications of this replacement as investment in school libraries and in teacher-librarian positions are related to better student achievement, improved literacy and reading skills, and enhanced readiness to success in the post-secondary environment (Haycock, 2003).

Recruitment

D.1   Introduction

Recruitment represents the pivotal point of organizational entry for library staff. Decisions about what kind of skills, knowledge, and abilities are needed, and how best to design positions and then select employees, play a central role in building library human resources and, ultimately, in sustaining library service. As libraries find themselves in increasingly complex economic, technical, social, cultural, and political environments, they are challenged to find new and more innovative ways of structuring their human resource functions. Within this context, one of the most critical exercises of human resource management is to attract and develop a library workforce suited to the organization's unique needs and goals. For example, as jobs increasingly necessitate the ability to change and to learn new skills (i.e., skill flexibility), libraries are challenged to recruit in order to meet these needs.

Recruitment is not simply a question of filling open positions; it is more accurately an understanding of the best match of competencies and qualities of candidates with the organization's goals. In Britain, for example, library researchers have noticed the rise of a trend of "an emphasis on the specific qualities, skills and abilities which candidates can offer, rather than possession of a single qualification" (Usherwood, et al., 2001, p. 49).

As is the case with most library human resource issues, the few existing studies tend to revolve around the need to recruit professional librarians, and there is less research on recruiting paraprofessional staff. Though the following discussion draws upon the librarian recruitment literature, we see no reason why many of the findings and conclusions could not be applied to the recruitment of paraprofessional staff. Our own analysis of recruitment also focuses on the organization's recruitment need, activity, and problems with respect to professional librarians. We do, however, examine the supply side of recruitment issues by providing results from the paraprofessional sample about their initial career experiences.

British researchers Goulding, Bromham, and Hannabuss (1999) investigated links between desired personal qualities and those found in new entrants to the profession (or those found lacking in new entrants). The traits that were found to be both desired and lacking in new professionals were: the ability to accept pressure, flexibility, and written communication skills. Other personal qualities found lacking were commitment to organizational goals, friendliness, reliability, energetic attitude, logic, ability to work with and for a range of colleagues, and confidence (p. 217-218). The authors assert that these "personality competencies" play an ever-larger role in determining what positions new graduates are hired into, as the sector moves farther into a service role.

In Canada, particular attention should be given to recruitment in light of the rural-urban divide found in librarianship. Anecdotally, libraries located in regions outside of urban centres or in the remote north are thought to be faced with the problem of attracting library staff to their typically smaller libraries that cannot compete with

the higher salaries offered in urban centres. Our own research supports the understanding that the vast majority of these are public libraries in which one or two employees run the entire organization, performing everything from programming to web maintenance to budgeting and marketing. In the least populated areas, furthermore, accredited professional librarians are scarce and library staff may be comprised of a library technician or of an individual who has learned librarianship entirely on the job.

Research undertaken in Australia's Northern Territory (NT) might be a model with which to examine recruitment and retention to rural and/or northern areas. This research raises such issues as the lack of education programs accessible in the NT, the high cost of living compared with often less well-paid employment in libraries, professional development challenges, and the difficulty of attracting professionals to remote areas, resulting in a need to "grow your own" library staff (Chmielewski, 2002).

Most often, recruitment is perceived as the hiring of new staff to the organization. Yet, we can also think about a broader recruitment need in terms of the enlistment of individuals to library careers. Many feel that problems with this kind of recruitment into librarianship stem from a poor and outdated image of the profession, or from a low job profile in attracting individuals from other fields (Rogers, 2003).

The overall goal of this section of the report is to examine the extent to which recruitment is a problem for most Canadian libraries. In doing so, we investigate the extent to which libraries are in need of hiring new librarians and how they assess their hiring experiences. The emphasis of the analysis is on the entire Canadian library situation and on each library sector; however, we also examine the question of whether recruitment is more problematic in rural and remote regions of Canada, and the extent to which current library staff are interested in working in such regions, as well as in libraries outside of Canada. In recognizing that recruitment is more than just filling open positions, the section also includes an evaluative analysis of the match between the competencies needed by libraries and their ability to fulfill these competencies when recruiting. In the last sub-section of our examination of recruitment, we look at the early work experiences of those staff who have worked in their careers for less than 6 years. We begin the investigation, however, with an examination of recruitment to the librarian profession.

D.2 Recruitment to the Librarian Profession

External influences on the library industry include growth in information-related industry sectors and developments in information technology, both contributing to fundamental change within the industry in recent decades. As our nation moves towards a knowledge-based economy, and with the implementation of new technologies within libraries, demands have increased for a wider range of information at a faster pace and from a broader client base. But the perceived low status of librarians and common stereotypes about the profession have not necessarily altered accordingly, no doubt contributing to problems in attracting new recruits to the profession.

Perceptions about libraries and the profession underpin concerns about recruitment, since they play heavily into the question of what attracts people to or deters them from library occupations. The library community is well aware of public misconceptions over their roles and status. The question of negative images of librarianship has been endlessly debated amongst professionals, and this concern is not unique to North America, but appears to be a preoccupation for librarians around the globe (Wu, 2003; Prins and Gier, 1994; Usherwood et al., 2001). Poor perceptions of librarianship are thought to impact negatively on the understanding of librarians' professional status by the general public, as well as by librarians themselves.

While the American literature tends to discuss a recruitment crisis in terms of numbers, the Canadian research points to a lack of knowledge about the profession. Canadian research completed by Harris and Wilkinson (2001) demonstrates that non-MLIS students tend to be confused about the real content of the librarian's job; nearly half surveyed stated that librarians were not involved in the production, distribution or management of information, and further accorded this profession very little prestige. This general ignorance regarding the realities of the library workplace and the opportunities within is very likely a contributing barrier to the successful recruitment to the profession as a whole, irrespective of whether the problem is one of quantity or quality of candidates. One of the major issues that Chmielewski's (2002) research revealed with respect to Australia's Northern Territory was

that marketing and promotion of library work in Australia as a whole is sporadic and uncoordinated, thus exacerbating problems for rural and remote areas; this may be the case for Canada as a whole.

Research demonstrates that popular stereotypes of librarians persist. Nilsen and McKechnie (2002) have demonstrated these perceptions in their extensive literature review the long history of public misconceptions about librarians and the actual work they perform as well as librarians' own anxieties regarding these perceptions. Nilsen and McKechnie further state that particular functions, such as collection development, acquisitions and cataloguing are the "hidden intellectual work" of librarianship, with the more mundane duties of library support staff to be the public face of the library, and therefore, of librarianship. We cannot only learn about what attracts or deters people from the profession by examining the perspectives of the general populace, but also by asking current librarians themselves what initially attracted them to the profession. Information from 1,823 current professional librarians responding to the 8Rs individual survey on reasons for their choice can help inform efforts to recruit university students to library schools.

The sample of librarians from the 8Rs study were the most likely (49%) to indicate simply that they thought they would like what they would be doing in the job (Figure D.1). Many librarians in our individual sample also responded to this question as we would expect: because they liked the idea of working in a career that would allow them to serve the public and/or the public good (45%) or because of their love of information gathering, books and reading, and their value of the importance of literacy and learning (42%).

Other respondents stated that they were attracted to the profession because they believed libraries offered good working conditions and a positive work environment (32%). A similar proportion (27%) indicated that they felt that library work fit well with their personality and interests.

It is implied from many of the responses to this question that a large portion of librarians were attracted to the profession after having the experience of working in libraries. One in five respondents stated this explicitly; many of whom commented on the positive aspects of their prior experience, while others reported that their experience working as a paraprofessional in libraries helped them to recognize the better promotional opportunities, extrinsic rewards, and the greater power and control held by librarians, thereby prompting their decision to enter library school. A further 7% indicated that they had adopted a positive view of librarianship through their exposure to librarians, who were often their friends or family members, but also through contact with librarians during library visits. Given the public misconceptions of librarianship which must, in part, explain whatever problems are experienced in attracting people to the profession, and given these findings that experience working in a library or exposure to librarians appears to obviate this distraction, we can conclude that one of the best predictors of becoming a librarian is positive contact with librarians or libraries.

Figure D.1   Major Reasons for Choosing Professional Librarian Career[1]
(Individual Survey; n=1,823)
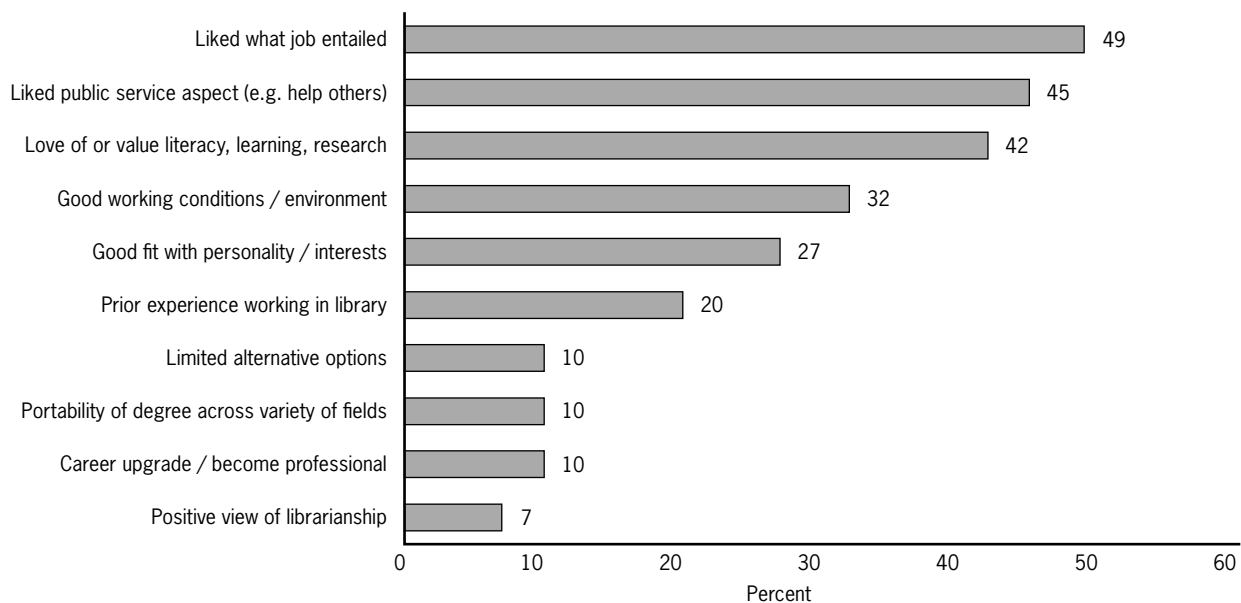
Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on categorized open-ended responses from professional librarians to the question: "Thinking back to when you first decided you wanted to be a librarian, what were your three main reasons for choosing the librarian profession?"

Figure D.1 also shows that one in ten respondents noted that their decision to enter librarianship was based on limited alternative options available to them, the portability of the MLIS across many different fields of work, or because they wanted to upgrade their undergraduate degree to a more marketable and applied profession or career.

Responses to the question of why librarians originally entered the profession help us to understand the underlying attractions to librarianship. Also illuminating, however, is what is absent in the responses. To this end, it is notable that none of the respondents mentioned that their initial reasons for entering the profession had anything to do with an interest in managing libraries, supervising others or in assuming a leadership role within the profession.

Furthermore, an analysis of the major reasons for choosing the professional librarian career between recent librarian entrants (i.e., those who had been in their career for less than 6 years) and more senior librarians revealed no significant differences. The reasons provided in Figure D.1, therefore, endure over time since they apply to all librarians irrespective of the time-period when they were making their librarianship career decision.

One idea that is frequently proposed in the literature is that paraprofessionals comprise one of the most logical and readily available pools of candidates for the librarian profession. With this in mind, we present the results of a questions posed to paraprofessionals about their interest in obtaining an MLIS degree. If we are, in fact, to view paraprofessional staff as a viable pool of future librarians, we must first ascertain the level of interest among this segment of the library workforce.

Overall, 30% (n=413) of paraprofessional staff indicated that they are interested in obtaining an MLIS degree. Of these, nearly half indicated that lack of time (49%) or lack of the financial resources required to return to school full time and to pay school-related costs (48%) as a barrier (Figure D.2). One-third indicated that the reason why they had not yet obtained an MLIS degree was because of the geographic distance to one of Canada's seven library schools. Many of these same respondents mentioned that they would be more likely to enroll in a program if it were offered online or through distance education.

One in five stated that they were not eligible for graduate level studies because they did not have an undergraduate degree or because their experience was not recognized in their attempts to gain entrance into the program.

Interestingly, only 6% of the paraprofessionals interested in obtaining an MLIS degree stated that a barrier to their obtaining MLIS degree as their own indecisiveness or lack of initiative/motivation to go forward with furthering their library credentials to the professional level. Clearly, there are primarily structural barriers to pursuing an MLIS for current paraprofessionals.

Figure D.2   Major Barriers to MLIS degree Obtainment Among Paraprofessional Staff[1]
(Individual Survey; n=413)
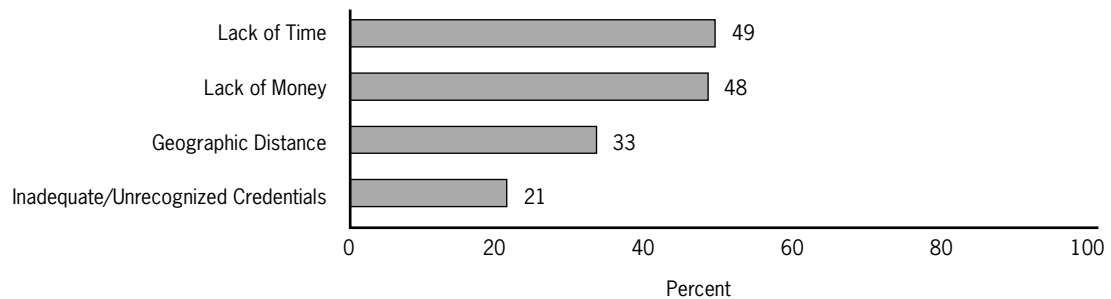
Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on categorized open-ended responses from paraprofessional staff indicating that they are interested in obtaining an MLIS degree, to the question: "What, if anything, has prevented you from obtaining an MLIS degree to date?"

Of the 929 (70%) paraprofessional staff who indicated that they are not interested in obtaining an MLIS degree, the predominant reason (47%) for their answer was simply that they are too late in their career to consider such a change (Figure D.3). A similar proportion (46%) indicated that they were not interested because they perceive the librarian career to be unattractive as, for example, it is an overworked, underpaid, and under-valued profession. A significant minority (38%) of those who are not interested in obtaining this degree cited geographic distance/inadequate time, finances, or credentials as their reasons. Viewed together, these distance, time, money, and credential barriers are offered as reasons why paraprofessionals have not obtained an MLIS (irrespective of whether they are interested or not) by 5 in every 10 of the total paraprofessional sample.

Notably, 29% of those that did not express an interest in obtaining an MLIS degree stated that they felt this way because they are content with their current job.

Three in ten paraprofessionals are interested in becoming a professional librarian, but are often not doing so because of limited access to library schools.

Figure D.3   Major Reasons Paraprofessional Staff Not Interested in Obtaining MLIS Degree[1]
(Individual Survey; n=929)
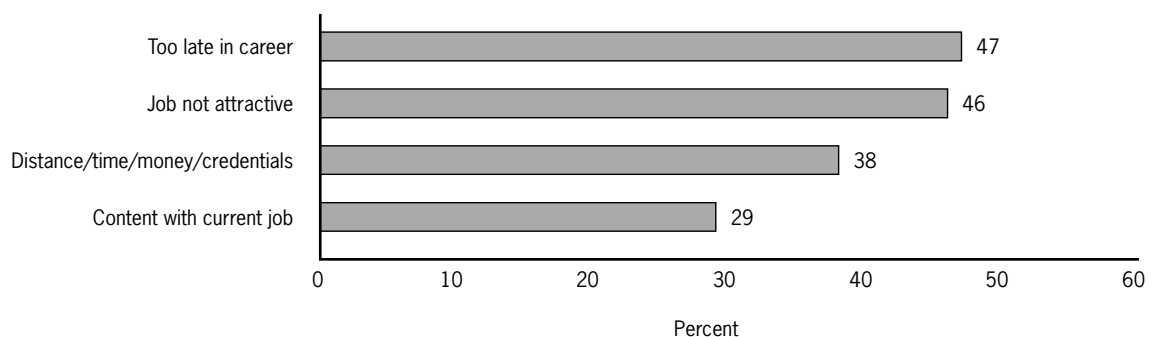
Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on categorized open-ended responses from paraprofessional staff indicating that they are not interested in obtaining an MLIS degree, to the question: "Please explain why you are not interested in obtaining an MLIS degree?"

These results about the paraprofessional's attraction to pursuing an MLIS degree suggest that while many are simply not interested, a large portion are not doing so because of limited access to the programs. We might also extrapolate these findings to explain why non-library individuals do not pursue professional librarian careers. In contrast to such equivalent professions as teaching and nursing, with only seven library schools across a country as vast as Canada the librarian profession has a more closed gatekeeping device with respect to credentials. This is not to say that these credentials are without merit insofar as they promote and preserve the professional status of librarianship. However, even if an individual is interested in becoming a professional librarian, limited access to library programs is clearly a deterrent; candidates must first have a four-year undergraduate degree, more than likely be willing to relocate to one of the cities in which library programs are located, have the ability to finance their education, and have two consecutive years free needed to complete the program. As MLIS students are generally of an average age range from 30-34 years old (ALISE, 2002 and ALISE, 2003) the mobility and flexible time requirements may be even less realizable for an older and possibly married (or with children) demographic. Hence, when assessing recruitment to the librarian profession, consideration must not only be placed on public perception of the profession, but also on accessibility to the profession.

D.3 Demand Side Recruitment Issues (Organizational Recruitment)

I Recruitment Need, Activity, and Ability by Sector

In this section, we shift the analysis from recruitment to the profession to recruitment to the organization. Table D.1 presents the 2002 librarian recruitment needs and activities of Canadian libraries from the institutional survey conducted in 2003. Answering a question that asked for comparison to 5 years previous, 40% of organizations indicated an increased need to hire librarians (column 1), while a slightly smaller proportion (36%) actually recruited librarians in 2002 (column 2). An even smaller percentage (23%) of libraries reported that their current ability to recruit is "poor" (column 3).

Overall, these results suggest a somewhat stable need to recruit accompanied by modest recruitment activity and minor levels of recruitment difficulty. This conclusion, however, does not hold for all library sectors. Notably, a large proportion of CARL and CULC libraries had an increased need to hire librarians (73% and 81%, respectively) and were the most likely of all sectors to have hired (85% and 84%, respectively). In contrast, only 17% of government libraries expressed an increased need to recruit (compared to 5 years ago) and recruited librarians in 2002.

When examining the combined results of the need to recruit and actual recruitment, the most predominant pattern capturing 47% of libraries is one of a stable or decreased need to recruit and no recruitment activity in 2002 (see Appendix Table D.1). The second most common pattern exemplified by 23% of institutions is an increased demand for librarians and the recruitment of at least one librarian in 2002. Special libraries are most likely to follow the first pattern of no need and no recruitment activity, while CARL and CULC libraries predominantly follow the more active second recruitment pattern described here.

In 2002, Canadian libraries experienced modest recruitment activity and minor levels of recruitment difficulty.

When recruitment difficulties are factored into the analysis, several other patterns are evident. For example, CARL libraries have a high demand for new recruits, the majority were able to recruit, and only 8% expressed difficulties recruiting. Other academic and non-profit libraries, on the other hand, while expressing a higher-than-average increased need to recruit, were less likely than other sectors to have recruited librarians in 2002; perhaps as a consequence, they were more likely to experience difficulties recruiting. The results for CULC, however, are a bit more complex; recruitment need appears to be met with actual recruitment, but at relatively higher levels of difficulty (28%).

Table D.1   Recruitment Need[1] and Activity[2] by Library Sector
(Institutional Survey; n=278)

Library Sector	Percentage of Organizations		
	Increased Need to Hire Librarians[1]	Hired Librarian(s) in 2002[2]	Poor Current Ability to Recruit[3]
TOTAL	**40**	**36**	**23**
TOTAL ACADEMIC	**51**	**46**	**22**
CARL	73	85	8
Other Academic	41	29	29
TOTAL PUBLIC	**41**	**42**	**23**
CULC	81	84	28
Other Public	29	31	22
TOTAL SPECIAL[4]	**27**	**17**	**23**
Government	17	17	17
Non-Profit	36	17	29

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Includes those responding "increased" to the question: "Has your organization's need to hire new professional librarians increased, decreased, or remained stable compared to 5 years ago?"

[2] Includes those hiring at least one professional librarian between January 1, 2002 and December 31, 2002.

[3] Based on "1" and "2" responses on a 5-point scale, with "1" meaning "poor" and "5" meaning "excellent" to the question: "How would you rate your current ability to recruit qualified professional librarians?"

[4] Results for For-Profit libraries are not presented because of insufficient cases reporting, however, they are included in the *Total Special* results.

These findings suggest that problems with recruitment can either be associated with an unmet need to fill librarian positions (as in the case with other academic and non-profit libraries) or, as in the case of CULC members, from other factors. We explore these "other factors" or barriers to recruitment in the following section.

II   Barriers to Recruitment

The above results provide an indication of which library sectors are experiencing recruitment difficulties. Keeping in mind that the majority of libraries did not express a great deal of difficulty when recruiting librarians, we present an analysis of the major barriers to recruitment. This information permits a causal analysis of major reasons why libraries are facing difficulties recruiting. Respondents were invited to indicate the extent to which a list of 16 items prevented them from hiring qualified professional librarians. Tables D.2a and D.2b capture the percentage of institutional respondents indicating the most commonly reported barriers (i.e., a barrier "to some" or "to a great extent"), for the total sample and for each library sector.

An analysis of the results in the two tables reveals a few key points. First, though some sector variation exists, budget restraints are the most significant for all library sectors. Second, CARL libraries are, as we might expect, less likely than other sectors to indicate that any of the barriers prevent them from hiring qualified professional librarians. Not only are CARL libraries hiring more extensively and not experiencing problems recruiting, but they are not faced with as many barriers to recruitment as the rest of the Canadian library community.

Third, the same conclusion unfortunately does not hold for CULC libraries. Although CULC libraries are hiring to meet their needs at a similar rate as CARL libraries, they are experiencing more difficulties in doing so and are faced with a greater range of barriers. Indeed, for some of the items, the greatest proportion of those reporting it as a barrier is found among CULC libraries. Several of these are related to the supply of candidates; two-thirds reported that an inadequate pool of qualified candidates prevented them from hiring professional librarians and 58% responded similarly with respect to the interest of candidates.[11] CULC members were also the most likely (44%) to indicate "inadequate MLIS education" as a barrier. Another area of concern for CULC is competition

[11] CULC libraries were also the most likely of all sectors to report that applicants for professional librarian positions are less qualified than they were 5 years ago (15% compared to 6% for the total sample—see Appendix Table D.4).

for librarians from other Canadian libraries (62%) and from American libraries (54%). This large and important segment of the library community, therefore, appears to be faced with the problem of a supply shortage, in part because competition for librarians is won out from other sectors (both inside and outside of Canada).

The most logical major competitor for CULC libraries is academic libraries. Results from another question support this conclusion: when asked about where departing librarians are most likely to work, the second most common response among CULC members (after public libraries) was academic libraries (27%). But only 4% of CARL libraries indicated that their departing librarians left to work in a public library.

The major barrier to recruitment is that of budget restraints (80%); however, over half of libraries also cited the small size of their library, an organizational hiring freeze, inadequate librarian pay, geographical location, and an inadequate pool of interested and of qualified candidates as a barrier.

Table D.2a **Barriers to Recruitment[1] by Library Sector**
(Institutional Survey; n=250)

Library Sector	Percent Reporting as a Barrier to "Some" or "Great" Extent					
	Budget Restraints	Organizational Hiring Freeze / Limitation	Inadequate Librarian Pay	Inadequate Pool of Qualified Candidates	Inadequate Pool of Interested Candidates	Inadequate MLIS Education
TOTAL	**80**	**54**	**54**	**51**	**50**	**29**
TOTAL ACADEMIC	**80**	**50**	**36**	**41**	**42**	**22**
CARL	69	27	23	36	40	15
Other Academic	86	62	42	43	43	26
TOTAL PUBLIC	**78**	**49**	**70**	**63**	**61**	**34**
CULC	73	32	69	69	58	44
Other Public	80	54	70	61	62	31
TOTAL SPECIAL[2]	**81**	**66**	**52**	**44**	**41**	**29**
Government	83	60	46	33	37	26
Non-Profit	81	75	63	56	50	34

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on "3," "4," and "5" responses on a 5-point scale with "1" meaning "to no extent" and "5" meaning "to a great extent" to the question: "To what extent do the following issues prevent you from hiring qualified professional librarians?"

[2] For-Profit results are not presented because of insufficient cases reporting; however, they are included in the Total Special results.

Table D.2b   Barriers to Recruitment[1] by Library Sector
(Institutional Survey; n=250)

Library Sector	Percent Reporting as a Barrier to "Some" or "Great" Extent					
	Canadian Competition	U.S. Competition	Need to Hire Bilingual Staff	External Hiring Policy Restrictions	Small Size of Library	Geographical Location
TOTAL	**49**	**34**	**26**	**29**	**60**	**52**
TOTAL ACADEMIC	**37**	**20**	**13**	**18**	**46**	**47**
CARL	36	19	19	23	12	35
Other Academic	38	20	10	16	63	54
TOTAL PUBLIC	**60**	**45**	**22**	**29**	**62**	**63**
CULC	62	54	23	39	27	46
Other Public	59	42	22	25	74	68
TOTAL SPECIAL[2]	**45**	**33**	**44**	**41**	**70**	**41**
Government	44	35	52	50	66	30
Non-Profit	47	34	44	39	78	50

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on "3," "4," and "5" responses on a 5-point scale with "1" meaning "to no extent" and "5" meaning "to a great extent" to the question: "To what extent do the following issues prevent you from hiring qualified professional librarians?"

[2] For-Profit results are not presented because of insufficient cases reporting; however, they are included in the Total Special results.

Tables D.2a and D.2b further reveal that smaller public libraries are also experiencing similar supply-side barriers to their successful recruitment. In addition, however, the small size of the library and geographical location are viewed as recruitment barriers by a larger-than-average proportion of small public libraries. These findings need to be tempered with the understanding that, as shown previously in Table D.1, public libraries' need to hire and their actual hiring is relatively limited, and their expressed difficulties with recruitment are not especially alarming.

With respect to special libraries, issues that stand out as barriers to recruitment include working under a hiring freeze or limitation and the need to hire bilingual staff. The latter barrier is especially prevalent among government libraries, which are also much more likely to be faced with a policy that limits hiring from outside the organization. Non-profit libraries are also further hampered by the inadequate pay provided to librarians and the small size of their organization, implying simply that there is no room to accommodate growth in their librarian staffing complement.

Overall, these results demonstrate that Canadian libraries cannot be viewed as a single, cohesive entity, at least with respect to their recruitment needs, activities, difficulties, and barriers. CARL libraries defy the experiences of most other libraries, so much so that we conclude that recruitment is not one of their 8Rs, at least in terms of meeting their numerical demand for librarians. CULC libraries, on the other hand, are faced with a tight labour market in which they are vying primarily with CARL and other academic libraries to access a sufficient number of adequately and appropriately trained librarians. In the smaller libraries of this nation is yet another story; one which is typified by little recruitment need and activity. These libraries are, however, faced with a perennial financial problem and are handicapped simply because of their small size.

These findings portray the general landscape of recruitment in Canadian libraries, and in doing so reveal great variation across types of libraries. Given the variability in recruitment needs and experiences, a sector-wide call to modify recruitment strategies would be inappropriate. Having said this, however, distinct library sectors (e.g., special libraries, small public libraries in remote areas) could collectively look at strategies to improve their recruitment prospects and to communicate their particular circumstances to government and funding agencies.

III   *Competency Demand-Supply Match*

The results on recruitment presented in this report so far speak only indirectly to the quality of candidates applying for library positions. A small majority of libraries (but a larger majority of public libraries) feel that "an inadequate pool of qualified candidates" prevented them from hiring librarians. Results from another question asking about the qualifications of applicants compared to 5 years ago, however, suggest that the problem lies more so in the size of the candidate pool than it does in the quality of candidates themselves (although public libraries are less likely to hold this view).[12] Adding another important element to the evaluation of librarian recruitment candidates are the competencies needed by organizations and their ability to fulfill these competencies when recruiting. The institutional survey results displayed below represent an analysis of the match or mismatch between competency supply and demand when recruiting professional librarians.

Respondents were provided with a list of 23 competencies and asked to rate the importance of each when making recruiting decisions as well as their ability to fulfill the competency. Table D.3 presents the ranked order of the 10 most important AND most difficult to fulfill competencies for the total sample of libraries.

An overall glance at the list of competencies shows that many of them are characteristics or personality traits rather than skills per se. This finding is in accordance with Goulding et al.'s (1999) research which revealed that "personality competencies" play an ever greater role in determining the placement of recent graduates into the library system.[13]

Turning back to the ranking of individual competencies presented in Table D.3, leadership potential is the most important and most difficult to fulfill competency reported by the largest proportion of libraries. Although further down the list, managerial skills are also important and difficult to fulfill requirements of libraries. These findings are one of many indicators provided throughout the report demonstrating that leadership and management are increasingly important competencies required by libraries across the country. The emphasis on leadership and management are also in accord with the British situation discussed in the introduction, in which these business and entrepreneurial qualities are increasingly found to be needed by libraries (Usherwood et al. 2001). To a large extent, therefore, the fit between the demand and supply of competencies is about the fit between the changing needs of libraries in the 21st century, and the ability of all librarians to carry this mandate forward with their leadership, management, and other core competencies.

---

[12] Over 40% of institutional respondents reported that current applicants to professional librarian positions were more qualified than five years ago and only 6% indicated that they were less qualified. Public libraries and especially CULC members were less likely to provide this favourable opinion (only 28% of public libraries felt that applicants were more qualified).

[13] Although the 8Rs findings correspond with the overall conclusions of Goulding et al (1999), we did not find, as did they, that commitment to the organizational goals, friendliness, reliability and being logical as traits that were important but difficult to fulfill. Both studies did, however, conclude that communication skills and flexibility were highly-demanded qualities that were lacking in candidates.

Table D.3   Ranking of the Ten Most Important[1] AND Difficult to Fulfill[2] Competencies
(Institutional Survey; n=226)

RANKING[3]	COMPETENCY
1	Leadership potential
2	Can flexibly respond to change
3	Can handle high volume workload
4	Innovative
5	Technology skills
6	People skills
7	Managerial skills
8	Communication skills
9	Can deal with range of users
10	Entrepreneurial skills

Source: 8Rs Canadian Human Library Resource Institutional Survey

[1] Based on respondents' ratings of each competency on a 5-point scale with "1" meaning "not at all important" and "5" meaning "very important" in response to the question: "Rate how important the competency is when you are making recruiting decisions about professional librarians."

[2] Based on respondents' ratings of each competency on a 5-point scale with "1" meaning "very easy to fulfill" and "5" meaning "very difficult to fulfill" in response to the question: "Rate the level of ease or difficulty you have experienced in trying to fulfill these competencies."

[3] Respondents indicating the top 10 (out of 23) competencies as most important AND most difficult to fulfill are presented in this table.

The literature cites two common definitions for leadership skills and management skills, respectively:

Leadership **involves taking initiative and making things happen through the effective action of others. Skills important for leadership include negotiating, networking, motivating, fundraising, having a future vision, and a strong community involvement.**

Management **involves structuring one's own activities and those of others; coordinating the use of resources to maximize productivity and efficiency. Areas of concern include personnel (including staff development), planning and budgeting, and operations. (Young, Powell, and Hernon, 2002)**

The ability to respond flexibly to change is ranked as the second most important and difficult to fulfill competency. The importance of this capability is not surprising given the dynamic and changing nature of libraries and librarianship in the past decade. Next on the list of traits that are both desired and lacking in candidates is the ability to handle a high volume of work. Again, the need for this ability is understandable given the greater demands placed on contemporary libraries, often under conditions of fewer resources. In fact, similar explanations can be found to justify the importance of other competencies listed in Table D.3.

When hiring, leadership potential, the ability to respond flexibly to change and the ability to handle a high volume of work are the most important and most difficult to fulfill competencies.

The fact that these competencies and characteristics are difficult to find in candidates, however, is an issue that should not be ignored by human resource administrators and organizational trainers. Library schools too would benefit from this information, not only when designing curriculum but also when recruiting students to their programs. Those considering entering the profession should recognize that their careers will not be limited to serving the public nor to immersing themselves in the world of books and information, but that they will be required to actively and innovatively participate in the creation of the 21st century library, and to manage all the elements implied by this change.

Once again, the applicability of these overall conclusions needs to be assessed on a sector-by-sector basis. The series of three tables below presents the ranked 10 most important and difficult to fulfill competencies for academic libraries (Table D.4a), public libraries (Table D.4b) and special libraries (Table D.4c).

Compared to prior sector analysis of differences in recruitment, the ranking results presented in the three tables demonstrate a much greater degree of inter-sector concurrence. All library sectors viewed the ability to flexibly respond to change and the ability to handle a high volume of work as important competencies that were difficult to find in librarian candidates. In all but non-profit libraries, leadership potential and managerial skills are ranked within the top three competencies. Although not as important and difficult to fulfill, communication and people skills made the list in all but CULC libraries. Technology skills were also found to be important to every sector but government.

Skills that were unique to sectors include specialist skills among CARL libraries, and organizational commitment and an MLIS degree among CULC libraries. Special libraries are notable for the importance attached to the ability to deal with a range of users and the perceived deficiencies in this ability among candidates for librarian postings.

Again, however, despite these sector variations we can conclude that virtually all types of libraries in the Canadian system are finding it the most difficult to fulfill their leadership, managerial, flexibility, innovativeness, technology and workload needs.

Table D.4a Ranking of Ten Most Important[1] AND Most Difficult[2] to Fulfill Competencies When Recruiting Librarians Among Academic Libraries
(Institutional Survey; n=76)

Rank[3]	TOTAL ACADEMIC	CARL	OTHER ACADEMIC
1.	Leadership potential	Leadership potential	Leadership potential
2.	Can flexibly respond to change	Can flexibly respond to change	Managerial skills
3.	Managerial skills	Managerial skills	Can flexibly respond to change
4.	Innovativeness	Innovativeness	Innovativeness
5.	Communication skills	Communication skills	Can handle high volume workload
6.	Entrepreneurial skills	Entrepreneurial skills	People skills
7.	People skills	Specialist skills	Technology skills
8.	Technology skills	Technology skills	Communication skills
9.	Can handle high volume workload	People skills	Entrepreneurial skills
10.	Commitment to organizational goals	Can handle high volume workload	Generalist skills

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on respondents' ratings of each competency on a 5-point scale with "1" meaning "not at all important" and "5" meaning "very important" in response to the question: "Rate how important the competency is when you are making recruiting decisions about professional librarians."

[2] Based on respondents' ratings of each competency on a 5-point scale with "1" meaning "very easy to fulfill" and "5" meaning "very difficult to fulfill" in response to the question: "Rate the level of ease or difficulty you have experienced in trying to fulfill these competencies."

[3] Respondents indicating the top 10 (out of 23) competencies as most important AND most difficult to fulfill are presented in this table.

Table D.4b   **Ranking of Ten Most Important[1] AND Most Difficult to Fulfill[2] Competencies When Recruiting Librarians Among Public Libraries**
(Institutional Survey; n=95)

Rank[3]	TOTAL PUBLIC	CULC	OTHER PUBLIC
1.	Managerial skills	Leadership potential	Managerial skills
2.	Leadership potential	Managerial skills	Leadership potential
3.	Can flexibly respond to change	Can flexibly respond to change	Technology skills
4.	Technology skills	Innovativeness	People skills
5.	Can handle high volume workload	Entrepreneurial skills	Can flexibly respond to change
6.	People skills	Can handle high volume workload	Can handle high volume workload
7.	Years of experience	Years of experience	Communication skills
8.	Communication skills	Commitment to organizational goals	Years of experience
9.	Innovativeness	Technology skills	Generalist skills
10.	Entrepreneurial skills	MLIS degree	Innovativeness

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on respondents' ratings of each competency on a 5-point scale with "1" meaning "not at all important" and "5" meaning "very important" in response to the question: "Rate how important the competency is when you are making recruiting decisions about professional librarians."

[2] Based on respondents' ratings of each competency on a 5-point scale with "1" meaning "very easy to fulfill" and "5" meaning "very difficult to fulfill" in response to the question: "Rate the level of ease or difficulty you have experienced in trying to fulfill these competencies."

[3] Respondents indicating the top 10 (out of 23) competencies as most important AND most difficult to fulfill are presented in this table.

Table D.4c   **Ranking of Ten Most Important[1] AND Most Difficult to Fulfill[2] Competencies When Recruiting Librarians Among Special Libraries**
(Institutional Survey; n=57)

Rank[3]	TOTAL SPECIAL[4]	GOVERNMENT	NON-PROFIT
1.	Can flexibly respond to change	Innovativeness	Can flexibly respond to change
2.	Innovativeness	Leadership potential	Can deal with range of users
3.	Can deal with range of users	Managerial skills	Can handle high volume workload
4.	Can handle high volume workload	Can handle high volume workload	People skills
5.	People skills	Can flexibly respond to change	Communication skills
6.	Communication skills	People skills	Technology skills
7.	Generalist skills	Communication skills	Generalist skills
8.	Technology skills	Can deal with range of users	Innovativeness
9.	Leadership potential	Years of experience	Can learn new skills
10.	Managerial skills	Generalist skills	Leadership potential

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on respondents' ratings of each competency on a 5-point scale with "1" meaning "not at all important" and "5" meaning "very important" in response to the question: "Rate how important the competency is when you are making recruiting decisions about professional librarians."

[2] Based on respondents' ratings of each competency on a 5-point scale with "1" meaning "very easy to fulfill" and "5" meaning "very difficult to fulfill" in response to the question: "Rate the level of ease or difficulty you have experienced in trying to fulfill these competencies."

[3] Respondents indicating the top 10 (out of 23) competencies as most important AND most difficult to fulfill are presented in this table.

[4] Results for For-Profit libraries are not presented because of insufficient cases reporting; however, they are included in the Total Special results.

IV   *Geographic Analysis of Recruitment*

We conclude our demand-side examination of recruitment by examining variations in the recruitment needs, activities, difficulties, and barriers between libraries located in different geographic zones of the country.

Beginning with the difference between provinces/regions, Table D.5 reveals some variation in recruitment need and activity. Although the provincial/regional differences are not as great as those found between sectors (Table D.1), a few notable distinctions can be made. British Columbia, for example, has a relatively high need to recruit

(47% compared to 40% for the total sample), recruited at above-average levels in 2002 (47% compared to 36% for the total sample), and experienced below average difficulties in doing so (9% compared to 23% for the total sample). In contrast, libraries located in the provinces of Saskatchewan and Manitoba, though having a moderate increase in their need to hire (35%) and hiring at average rates (37%), were the most likely of all regions to experience problems recruiting (38%).

Table D.5   Recruitment Need and Activity by Province/Region[1]
(Institutional Survey; n=278)

Province/Region	Percent of Organizations		
	Increased Need to Hire[2]	Recruited Librarian(s) in 2002[3]	Poor Current Ability to Recruit[4]
TOTAL	**40**	**36**	**23**
British Columbia	47	47	9
Alberta	48	32	22
Saskatchewan/Manitoba	35	37	38
Ontario	44	36	21
Quebec	31	22	27
Maritimes	30	46	26

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Separate results are not presented for the northern territories because of insufficient cases reporting, but they are included in the totals.

[2] Based on responses of "increased" to the question: "Has your organization's need to hire new professional librarians increased, decreased, or remained stable compared to 5 years ago?"

[3] Includes those hiring at least one professional librarian between January 1, 2002 and December 31, 2002.

[4] Based on "1" and "2" responses on a 5-point scale with "1" meaning "poor" and "5" meaning "excellent" to the question: "How would you rate your current ability to recruit qualified professional librarians?"

Libraries located in Saskatchewan and Manitoba are the most likely to experience recruitment difficulties, primarily because of their geographic location.

Saskatchewan and Manitoba libraries are the most likely to report geographically-relevant barriers to their successful recruitment. As shown in Table D.6, libraries located in these two central Canadian provinces are very likely to be prevented from recruitment because of their geographical location (83%), small size of their libraries (74%), an inadequate pool of qualified (71%) and interested (71%) candidates and inadequate professional librarian pay (71%). British Columbia, Ontario, and Quebec are much less likely to report these items as barriers. The one exception is the recruitment influence of a hiring freeze or limitation in Ontario and Quebec (64% and 67%, respectively).

Libraries located in Alberta and the Maritimes are also somewhat more likely to indicate that their recruitment efforts are limited because of their geographical location (63% and 66% respectively), the small library size (69% for both), and inadequate pay (85% and 62%, respectively). The very high propensity of Alberta library administrators indicating that the inadequate pay offered to professional librarians prevents their successful hiring does not equate with the salaries in this province. In Alberta, professional librarian salaries and librarians' salary satisfaction levels do not significantly depart from the Canadian average (Tables I.7a and I.7b). The lower library salaries in the Maritimes shown in Table I.7a, however, do fit with the slightly larger than average proportion of administrators indicating that inadequate salary prevents them from hiring qualified librarians (Table D.6).

Table D.6   **Major Barriers to Recruitment[1] by Province/Region[2]**
(Institutional Survey; n=250)

Province/Region	Percent Reporting as a Barrier to "Some" or "Great" Extent					
	Geographical Location	Small Size of Library	Inadequate Pool of Qualified Applicants	Inadequate Pool of Interested Candidates	Hiring Freeze / Limitation	Inadequate Pay
TOTAL	**52**	**59**	**51**	**50**	**54**	**55**
British Columbia	39	50	50	44	49	59
Alberta	63	69	48	52	44	85
Saskatchewan/Manitoba	83	74	71	71	38	71
Ontario	48	54	56	52	64	49
Quebec	38	56	35	34	67	33
Maritimes	66	69	55	59	35	62

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on "3," "4," and "5" responses on a 5-point scale with "1" meaning "to no extent" and "5" meaning "to a great extent" to the question: "To what extent do each of these 15 issues prevent you from hiring qualified professional librarians?"

[2] Northern territory results are not presented separately because of insufficient cases reporting; however, they are included in the total.

These provincial analyses of recruitment tell a somewhat predictable story vis-a-vis the more difficult recruitment experiences of Saskatchewan and Manitoba libraries. A bit less expected, however, are the relatively trouble-free recruitment experiences of British Columbia libraries. The desirable geography and climate within much of British Columbia (combined with the fact that it contains a library school) likely has some bearing on the below-average recruitment difficulties in this province.

Table D.7 presents the same recruitment results for libraries located in rural and remote, mid-sized urban, and large urban regions of the country (see Fig. B.1 for a breakdown of the sample of libraries located in large urban, mid-sized urban, and rural regions for each province and Appendix Table B.1 for a list of Canada's CMAs and CAs that comprise large and mid-sized urban libraries, respectively).

Though rural and remote libraries were half as likely as urban libraries to need to recruit more professional librarians (23% compared to 42% for mid-sized urban and 43% for large urban libraries), they are just as likely to have recruited in 2002 (33% compared to 32% for mid-sized urban and 37% of large urban libraries). But the important observation to make in Table D.7 is that rural and remote libraries are no more likely than large urban libraries to have experienced problems recruiting, with just over one in five (22%) libraries within both locations indicating that they have a "poor" ability to recruit librarians. These results, therefore, do not strongly support the notion that rural libraries are disproportionately experiencing greater recruitment problems than their urban counterparts. Interestingly, however, mid-sized urban libraries are the most likely to report a poor ability to recruit (28%).

Table D.7   Recruitment Need and Activity by Urban/Rural Location[1]
(Institutional Survey; n=278)

Urban/Rural Location	Percent of Organizations		
	Increased Need to Hire[2]	Recruited Librarian(s) in 2002[3]	Poor Current Ability to Recruit[4]
TOTAL	**40**	**36**	**23**
Rural / Remote Libraries	23	33	22
Mid-Sized Urban Libraries (CAs)	42	32	28
Large Urban Libraries (CMAs)	43	37	22

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] "Rural and Remote" is defined as communities with a core population of less than 10,000, plus the northern territories, "Mid-Sized Urban," corresponds to Statistics Canada's Census Agglomerate definition and has a population size between 10,000 and 99,999, including all neighbouring municipalities where 50% or more of the labour force commutes into the urban core, and "Large Urban" corresponds to Statistics Canada's Census Metropolitan Area definition of a population of at least 100,000, including all neighbouring municipalities where 50% or more of the labour force commutes into the urban core.

[2] Based on responses of "increased" to the question: "Has your organization's need to hire new professional librarians increased, decreased, or remained stable compared to 5 years ago?"

[3] Includes those hiring at least one professional librarian between January 1, 2002 and December 31, 2002.

[4] Based on responses of "1⊠ent ability to recruit qualified professional librarians?"

Keeping in mind that rural and remote libraries are not experiencing more difficulties recruiting than urban libraries, Table D.8 demonstrates that the source of their recruitment problems differ from urban libraries in a way that we would expect. In fact, for most barriers, as "rurality" increases, so too does the likelihood of it being a barrier to recruitment. For example, 42% of large urban libraries, 67% of mid-sized urban libraries, and 74% of rural and remote libraries report that the geographic location of their library prevents them from hiring qualified professional librarians. The results presented in Table D.8 indicate that rural libraries, because of their geographic location, typically smaller size, and lower salaries, are not able to attract a sufficiently-sized pool of interested candidates for positions when they arise.

Rural libraries are no more likely than their urban counterparts to experience difficulty recruiting, but they do experience more barriers to recruitment, especially those stemming from their geographic location and small library size.

We must remember, however, that these barriers are exhibited within an environment of relatively low recruitment need and activity. In short, although rural and remote libraries are more likely to have barriers that prevent them from recruiting, since their demand for librarians is relatively low, the barriers are of less consequence than they are for those library sectors that cannot meet their higher levels of librarian demand (e.g., CULC).

Table D.8   **Major Barriers to Recruitment[1] by Urban / Rural Location[2]**
(Institutional Survey; n=250)

Barriers to Recruitment	Percent Reporting as a Barrier to "Some" or a "Great Extent"			
	Total	Rural and Remote Libraries	Mid-Sized Urban Libraries	Large Urban Libraries
Geographic location	52	74	67	42
Small size of library	59	81	74	49
Inadequate pool of qualified candidates	51	55	54	49
Inadequate pool of interested candidates	50	67	54	44
Hiring freeze / limitation	54	62	45	55
Inadequate librarian pay	55	76	57	48

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on "3," "4," and "5" responses on a 5-point scale with "1" meaning "to no extent" and "5" meaning "to a great extent" to the question: "To what extent each of these 15 issues prevent you from hiring qualified professional librarians."

[2] "Rural and Remote" is defined as communities with a core population of less than 10,000, plus the northern territories, "Mid-Sized Urban" corresponds to Statistics Canada's Census Agglomerate definition and have a population size between 10,000 and 100,000, and "Large Urban" corresponds to Statistics Canada's Census Metropolitan Area definition of a population of more than 100,000.

D.4   Supply-side Recruitment Issues: Staff Sector and Geographic Interests and Activities

Having documented and discussed the recruitment needs and experiences of Canadian libraries, we now turn the focus of the analysis to the labour-supply side of the recruitment equation. By tracking where library staff have worked in the past and where they might be interested in working in the future, as well as the location and sector applied to among those who have recently begun their careers, we gain an understanding of the patterns of interests and activities that directly effect organizational recruitment.

The analysis of the international mobility of library staff captures another 8Rs factor, namely, repatriation. The movement of Canadian librarians to other countries clearly reduces the professional librarian supply and may exacerbate recruitment difficulties. Commonly referred to as the "brain drain" to connote the exodus of highly skilled and trained Canadians to the United States, the library community has also expressed concerns about the brain drain of their own human resource cadre. There are many factors that may influence (and may have influenced, to varying degrees) library professionals' decisions to leave Canada for employment elsewhere; these include the inclusion of librarianship as a profession on the NAFTA list (allowing for greater ease in going south), the much larger and often more lucrative job market in the United States, a more diverse array of professional opportunities, and the strength of American currency for graduates seeking to relieve heavy education-incurred debt loads. But, the exact number of Canadian graduates working in the United States is not known, nor is the repatriation discussion supported by anything more than anecdotal evidence. Though we cannot answer all the questions about repatriation, in examining the departure rates and the motivations for leaving from and for re-patriating to Canada among the sample of librarians and paraprofessionals, we gain a better understanding of the extent to which the human resource loss from out-migration is problematic to the library community.

Also included in this section is an evaluation of the characteristics of the first jobs of new librarians and paraprofessionals, which provides an indication of the ease or difficulty with which the transition is made into the library labour force.

The section begins, however, with an examination of the sector interests of library staff. These data bear directly on the findings from the institutional survey on recruitment insofar as they explain the greater recruitment difficulties of certain library sectors.

I Sector Interests

To begin, we present the percentage of recent librarian entrants applying to each of the library sectors when looking for their first professional librarian position (Table D.9). Recent librarian entrants are defined as those who have been working in their career for less than six years. These data can be viewed as a proxy for the interests of all librarians in terms of which sectors they prefer to work in.

Almost seven in ten recent librarian entrants applied to academic libraries, and six in ten to public and special libraries. Only one in every ten recent librarians applied to a school library, while twice as many (23%) applied to a non-traditional library setting (including library consulting firms, vendors or special research projects).

Though graduates were most likely to apply to the sector that they are currently working in (e.g., 87% of academic librarians applied to academic libraries), the proportion of those who initially applied outside of their current sector are the more revealing statistics. Current public librarians were more likely to apply to academic libraries than were current academic librarians to apply to public libraries. More than 60% of public librarians initially applied to at least one academic library when looking for their first position, but only 41% of academic librarians applied to a public library. Special librarians were also more likely to initially apply to an academic than a public library (67% compared to 42%). Even more revealing is the fact that a slightly greater proportion of all graduates applied to special libraries than they did to public libraries (60% compared to 58%).[14] This finding is particularly noteworthy given the relatively low levels of recruitment (and presumably open positions) in special libraries during 2002, compared to the greater recruitment activity within public libraries. However, since non-profit libraries do experience somewhat greater difficulties recruiting than government libraries, we might presume that many of the applications to the special sector were for government positions.

These findings provide support for the earlier analysis demonstrating that public libraries are in a tight labour market because of the competition for librarians primarily from academic libraries (i.e., CARL libraries), but also apparently from special libraries. Though CARL and CULC libraries both employ similar numbers of librarians, have a high demand for librarians, and hired at similar rates in 2002, librarians' greater attraction to large academic libraries creates a more challenging recruitment situation for large public libraries.

Table D.9 Library Sector Applied to[1] by Library Sector[2]
(Recent Professional Librarian Entrants Only[3], Individual Survey; n=359)

	Percent Applying to Sector				
Current Library Sector	**Academic**	**Public**	**Special**	**School**	**Non-Traditional[4]**
TOTAL SAMPLE	**72**	**58**	**60**	**10**	**23**
TOTAL ACADEMIC	**87**	**41**	**53**	**10**	**21**
CARL	89	38	55	11	23
Academic	83	45	49	9	17
TOTAL PUBLIC	**61**	**86**	**51**	**10**	**22**
CULC	61	87	49	7	21
Public	60	85	52	15	23
TOTAL SPECIAL	**67**	**42**	**86**	**8**	**29**
Government	61	37	85	7	24
Non-Profit	74	44	89	11	26

Source: 8Rs Canadian Library Individual Survey

[1] Based on responses to the question: "Which of the following types of libraries and organizations did you apply to when looking for your first professional librarian job?"

[2] Results for For-Profit and for School librarians are not presented separately because of insufficient cases reporting; however, they are included in the *Total Sample* results. For-Profit library results are also included in the *Total Special* results.

[3] Recent Professional Librarian Entrants are defined as individuals who have been working as a professional librarians for less than 6 years.

[4] Non-Traditional Library workplace includes consulting firms, vendors or research projects.

[14] It is also noteworthy that academic libraries were more likely to have previously worked in a special library than a public library (see Appendix Table D.5)

That only 10% of recent graduates applied to school libraries is also noteworthy. Whether this is a result of fewer professional librarian job openings in schools or because librarians choose not to work in this setting is not clear (since we do not have any institutional data on recruitment needs and activities of school libraries). Given the retrenchment of the school librarian labour force in the past decade and the high levels of job rewards and job satisfaction among school librarians (see Tables I.6b and I.13), the evidence suggests that the 10% figure is predominantly a function of job unavailability. That the library community is abundantly aware of the contraction in the number of positions for school librarians also suggests, however, that new graduates may be reluctant to enter an environment with little job security.

CULC libraries are in a tighter librarian labour market than other sectors, especially given their relatively high-volume workforce needs.

Lastly, the 23% of graduates applying to non-traditional library settings is also worth highlighting since it represents the expansion of the library community in the knowledge economy. Though the figure is not large, it still contributes to a situation of greater competition for librarians within an ever-widening spectrum of career possibilities.

II   *Geographical Interests*

Table D.10 displays the results of a question posed to recent librarian entrants about the geographical location applied to when looking for their first professional librarian position. Virtually all new librarians applied to a Canadian city and about one in five (22%) applied to a library located in a rural or remote region of Canada, providing an indication of moderate interest in working in such regions of the country (see Appendix Table D.6 for the specific Canadian location applied to). An even greater proportion (30%) applied to an American library. One in ten applied to a library outside of North America, and 15% outside the library sector altogether.[15]

Table D.10   Location of Library Applied to[1] by Library Sector[2]
Recent Professional Librarian Entrants Only[3], Individual Survey; n=356)

Library Sector	Percent Applying to Location				
	Canadian City	Rural/Remote Canada	United States	Outside North America	Outside Library Sector
TOTAL SAMPLE	95	22	30	9	15
TOTAL ACADEMIC	97	17	32	9	14
CARL	97	13	36	8	17
Academic	96	24	26	11	9
TOTAL PUBLIC	95	24	26	10	15
CULC	97	13	26	8	15
Public	94	42	25	13	17
TOTAL SPECIAL	97	25	25	7	19
Government	98	25	30	10	18
Non-Profit	86	27	27	8	15

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on responses to the question: "Which of the following locations did you apply to when looking for your first professional librarian job?"

[2] Results for For-Profit and for School librarians are not presented separately because of insufficient cases reporting; however, they are included in the *Total Sample* results. For-Profit library results are also included in the *Total Special* results.

[3] Recent Professional Librarian Entrants are defined as individuals who have been working as a professional librarians for less than 6 years.

[15] The most recent 2004 University of Alberta SLIS survey of the class of 2003 graduates found that, in contrast to the findings of earlier graduate surveys, none of the 28 responding graduates (out of 40 graduates) went to work in the United States. We have no indication at this point, however, of whether this is an anomaly year or an indication of a future trend.

Since effectively all of the individuals who applied outside of North America also applied to an American library, the combined proportion of librarians applying for their first position outside of Canada is 30%. This number is significant particularly when viewed in light of the previously-presented results on barriers to recruitment (Table D.3b). One-third of the libraries reported that U.S. competition prevented them from hiring qualified professional librarians, with sector variation ranging from a low of 19% among CARL libraries to a high of 54% in CULC libraries. With CULC libraries often facing the most fierce competition for librarians, the influence of the American librarian labour market on recruitment is clearly of greater consequence for the urban public library sector.[16]

The reasons for applying to a non-Canadian library provided by the 30% of recent librarian entrants who did so shed light on the Canadian librarian labour market scene within the past 5 years (Figure D.4). Over three-quarters of those applying for their first job outside of Canada did so because of a tight Canadian labour market, because of a better position, or because the position offered a higher salary than was perceived to be the case domestically (the first three reasons). Among these, the predominant explanation (41%) for leaving Canada was that there was either a scarcity of Canadian positions available, or that the job market was perceived to be better elsewhere. These results suggest that, if anything, there was an over-supply of librarians in Canada within the past 5 years.

Figure D.4 also indicates that about one in five recent librarian entrants applied outside of Canada simply for the life and/or work experience that such a job would offer. And 17% reported that they wanted to increase their chances of finding a job by applying for as many openings as they could, irrespective of where the position was located.

Figure D.4   Why Applied Outside of Canada[1]
(Recent Professional Librarian Entrants Only[2], Individual Survey; n=112)
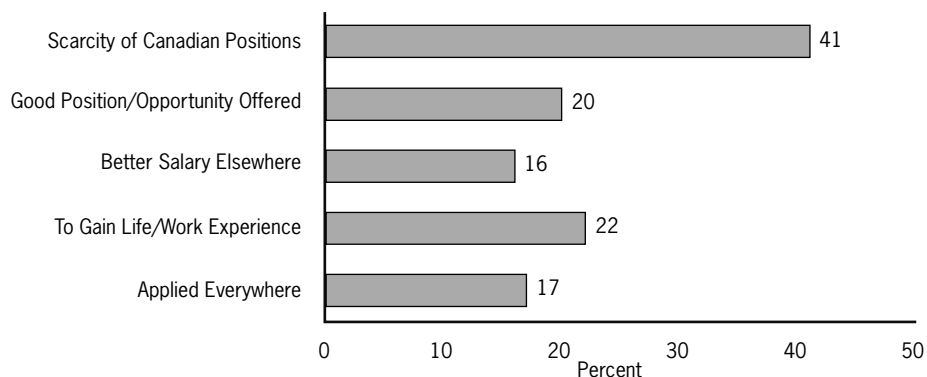
Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on categorized responses to the open-ended question: "What is the major reason you applied for a job in a library outside of Canada?"

[2] Recent Professional Librarian Entrants are defined as individuals who have been working as professional librarians for less than 6 years. The results presented in this figure are for those who had applied to a non-Canadian library when looking for their first professional librarian job.

Other results asking all professional librarians if they had previously worked in a non-Canadian library offer additional insight into the repatriation issue. Of the 2,076 professional librarians responding to this question, only 7% had previously worked outside of Canada (5% in the U.S. and 2% in a non-North American library).[17] This sub-group of librarians were asked to explain why they had made the decision to relocate to a non-Canadian library and the major reason why they returned to work in Canada.

Figure D.5 demonstrates that 44% of respondents previously worked in a non-Canadian library because of conditions within the Canadian librarian labour market (first two explanations). Specifically, three in ten indicated that they left Canada because of a shortage of Canadian jobs (with half specifying a shortage of entry-level jobs) and 15% cited a "better or higher paying position."

[16] Somewhat contrary to this conclusion, however, is the fact that new entrants who are currently working in CULC libraries were slightly less likely, than on average, to have applied to a non-Canadian library (26%). In fact, CARL librarians were the most likely of all to have applied for their first job outside of Canada (36%). This difference may be a function of the greater labour market opportunities and quality of jobs provided in non-Canadian academic libraries than in non-Canadian public libraries.

[17] These figures exclude librarians immigrating to Canada for the first time (i.e., they had never previously worked in Canada).

Figure D.5   Why Previously Work in Non-Canadian Library[1] and Why Returned to Work In Canadian Library[2]
(Professional Librarians Only; Individual Survey; n=146)
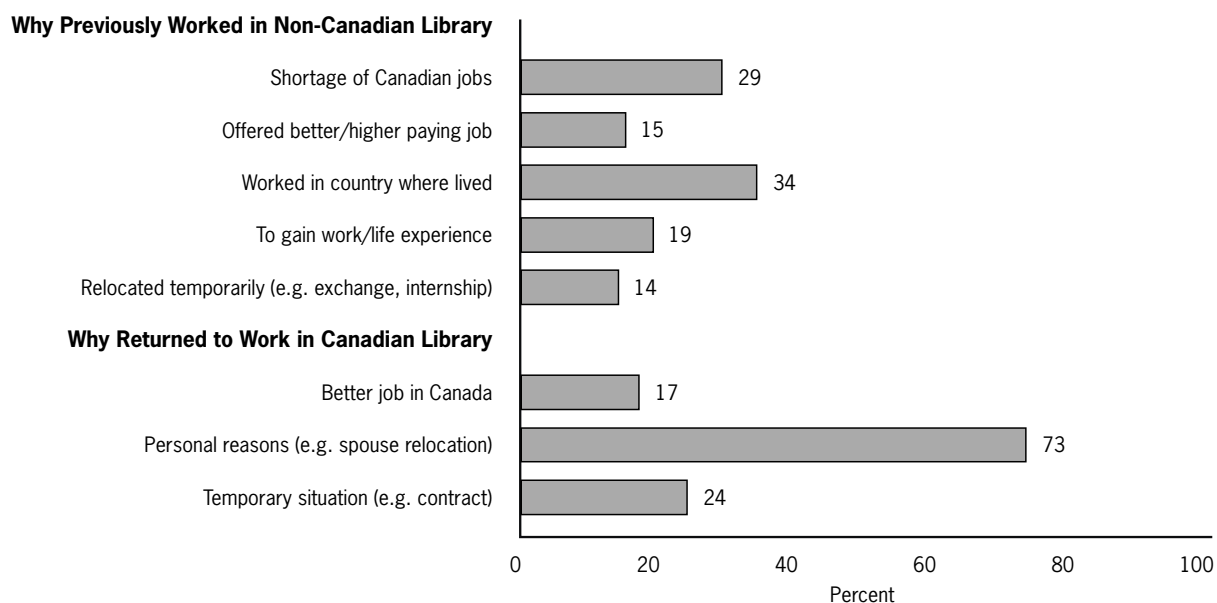
Why Previously Worked in Non-Canadian Library

Shortage of Canadian jobs	29
Offered better/higher paying job	15
Worked in country where lived	34
To gain work/life experience	19
Relocated temporarily (e.g. exchange, internship)	14

Why Returned to Work in Canadian Library

Better job in Canada	17
Personal reasons (e.g. spouse relocation)	73
Temporary situation (e.g. contract)	24

Percent (0, 20, 40, 60, 80, 100)

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on categorized responses to the open-ended question: "What is the major reason why you previously worked in a non-Canadian library?"

[2] Based on categorized responses to the open-ended question: "What is the major reason why you returned to work in Canada?"

But the majority of the sub-sample indicated that they left Canada for non-labour-market-related reasons. Just over three in ten (34%) provided the general response that they simply worked in the country in which they lived, suggesting that it was neither the push of the Canadian labour market nor the pull of other labour markets that compelled them to leave Canada. Nineteen percent worked elsewhere to gain work or life experience, suggesting that it was a temporary endeavour. A further 14% were explicit about the temporary nature of their departure explaining that they left to work on a temporary basis in a contract or exchange position, internship, practicum or fellowship.

When asked why they returned to work in Canada, the results displayed in the bottom half of Figure D.5 show that only 17% did so because they found a better job here. By far the most prevalent response (73%) was because of personal reasons, such as spousal relocation or the perception that Canada offered a better quality of living. About one-quarter also indicated that their time away was always viewed as temporary, often because the position was on a project or contract basis. But since all of these emigrating librarians eventually repatriated to Canada, the analysis is only of temporary leaves.

Just over 1 in 5 recent librarians applied for their first position in a rural/remote library and 3 in 10 librarians at all career stages would consider working in a rural/remote library. About the same proportion expressed an interest in working in a non-Canadian library, but only 7% of our sample previously worked in a non-Canadian library, which they did primarily for non-labour-market-related reasons.

The combined results to both questions presented in Figure D.5 indicate that labour market conditions explain emigration more so than they explain repatriation. Labour market conditions explained why 44% of librarians left Canada, but only why 17% returned to Canada. The implication of this difference is that improvements to the Canadian librarian labour market will serve primarily as a deterrent to emigration and not so much as an encour-

agement to repatriation. Another instructive story underlying these decision-based responses is that, regardless of the reasons for leaving, the return of librarians is primarily a benefit to the Canadian library community, since repatriating librarians bring with them experience that they may not have gained had they not left Canada.

We should also bear in mind that this decisional analysis pertains to a minority of librarians (30% of new entrants applied outside of Canada and only 7% of all librarians previously worked outside of Canada), such that the proportional loss of librarians due to emigration is not of great consequence when estimating the match between the supply of and demand for librarians. Without an indication of the proportion of librarians who never return to Canada, however, there is a large missing piece of information pertaining to the repatriation issue.[18] The partial analysis presented here suggests that a longitudinal study of the number of Canadian librarians working outside domestic soil and the numbers who eventually repatriate (or not) is warranted. Furthermore, the somewhat significant proportion of librarians stating they would consider working in an American library at some point in the future (30% as shown in Figure D.6) indicates that the potential future "brain drain" of Canadian professionals is an issue that merits closer scrutiny.

Figure D.6   Percentage of Librarians Who Would Consider Working in U.S. Library[1] by Library Sector
(Individual Survey; n=2,034)
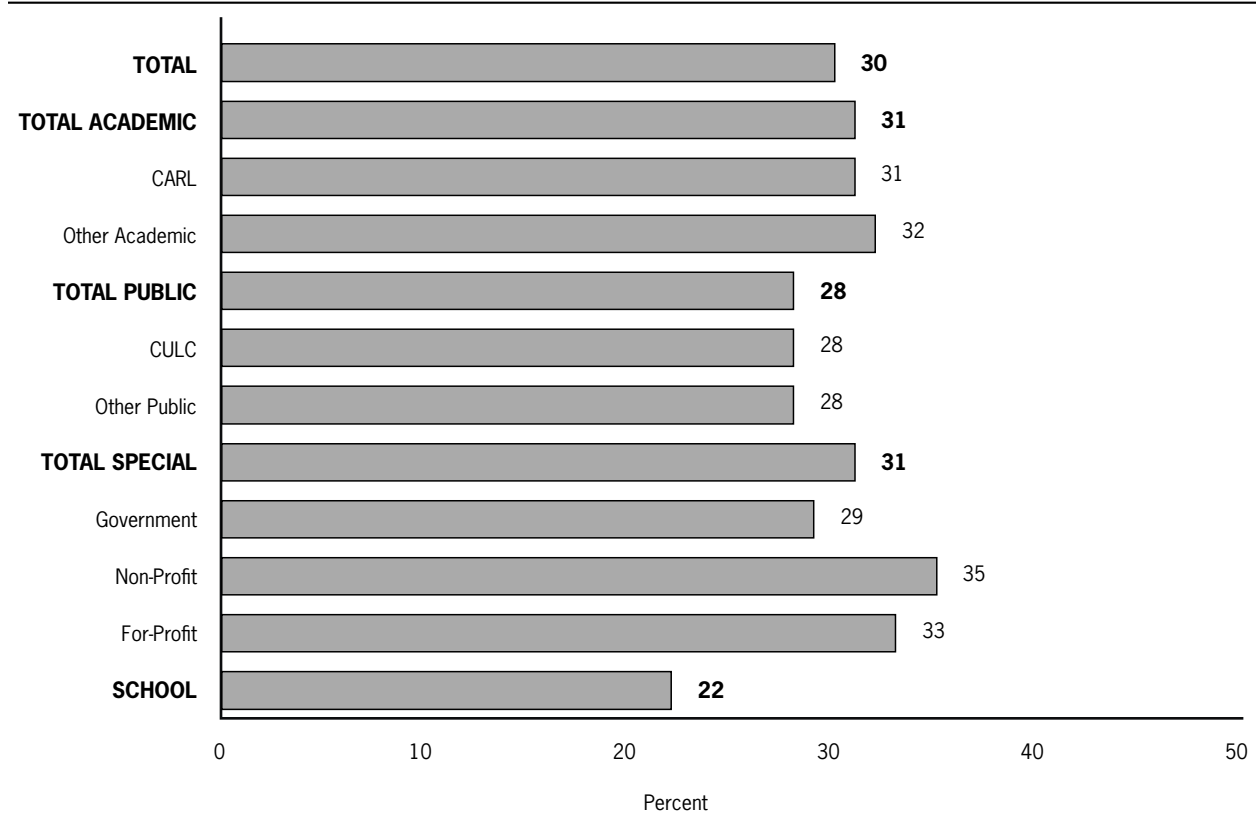
Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on categorized responses to the open-ended question: "Would you consider working in a U.S. library at some point in the future?"

The entire professional librarian sample were also asked about their interest in working in a rural/remote library and what would attract them to such a location. Excluding the 18% of librarians who currently work in a rural or remote library, one-third (32%) indicated that they would consider working in a rural or remote library. As shown in Figure D.7, half of these individuals indicated that they would work in a rural or remote region because of the more attractive lifestyle often associated with smaller communities. A further 20% said they would consider

[18] Since we are only able to examine the decisions of librarians who returned to Canada, the analysis is, by default, of a temporary nature. Without knowing anything about the proportion of librarians who never return to Canada, this analysis is one-sided and therefore limited.

working in a smaller community simply for the experience (implying that they would do so temporarily). Even fewer (16%) reported that the better working conditions in rural/remote libraries attracted them, with many specifically stating that they would be allowed to use a greater range of their skills or that they would be in an environment that afforded closer contact with library patrons. A small minority would be willing to move to a rural or remote region for altruistic reasons: namely, to improve the local library service or fulfill the needs of the community. Lastly, 10% provided a conditional response; they would only move if the job was temporary, if it was the right kind of job in the right location, or if their spouse was willing and able to relocate with them.

Figure D.7   Major Reasons Why Would Work in Rural/Remote Canadian Library[1]
(Professional Librarians Only; Individual Survey; n=547)
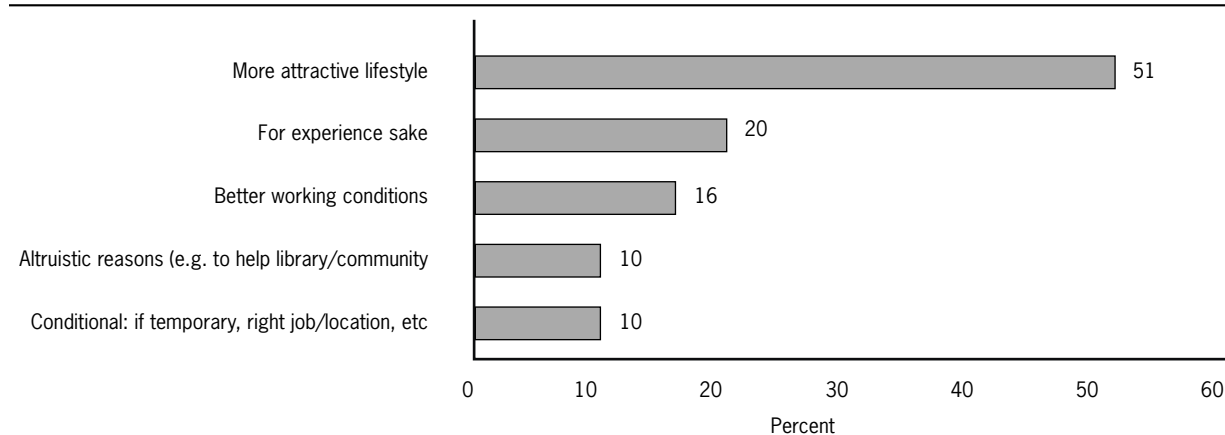
Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Among the 32% of librarians who would consider working in rural/remote library.

These findings can be used by rural libraries that are experiencing difficulties recruiting by highlighting, for example, the positive lifestyle aspects of living and working in a smaller community and the opportunities to use a wider range of skills when advertising job postings.

III   Early Job Characteristics and Experiences of New Library Staff

Information on the initial work experiences of library staff also provides a supply-side perspective on recruitment. An evaluation of the characteristics of the first jobs of new librarian and paraprofessional entrants who have been working in their careers for less than 6 years provides an indication of the ease or difficulty with which the transition is made into the library labour force and a supply-side view of the current labour market. To more fully capture the characteristics of new entrants, we begin the analysis with a brief summary of the demographic profile of new librarian entrants.

Interestingly, recent librarian recruits are equally likely as mid-career and senior librarians to be female.[19] Eight in ten new librarians are female, as are mid-career librarians and senior librarians. New recruits are, on average, 37 years of age (with very little variation between sectors). The age profile of new recruits is not surprising, given that MLIS graduates tend to be slightly older than other Masters students; for example, Alberta Master of Arts graduates are 33 years of age, on average (Sorensen, 2002) although recent data shows a lowering of age of MLIS graduates (ALISE, 2003). The somewhat older age of new recruits has both positive and negative implications for human resource planning. First, the age profile of new librarians suggests a certain maturity that should play into easier adjustments to the workplace when hired. Further, since often recent MLIS graduates appear to have some pre-graduate library experience (Schrader, 2002), transitions into the workplace should be relatively smooth. On the other hand, a later start in the career cycle creates abbreviated careers and abridged opportunities for management and leadership grooming.

---

[19] Mid-career librarians are defined as those who have been working in their careers for more than 5 years, but less than 15 years, while senior librarians are those who have been in their careers for more than 15 years.

Entrance into the library labour force by MLIS graduates is relatively quick, but it is also somewhat unstable, with 57% working on a temporary basis in their first professional librarian position.

Table D.11 below provides responses to a set of questions asked of recent librarian entrants (i.e., those who have been in career for less than 6 years) about their library-related work experience prior to graduating, and the length of time taken to find their first professional librarian position.

A large majority (87%) of new librarians had experienced working in a library prior to graduating. This experience ranges from a low of 78% among government librarians to a high of 93% working in non-profit libraries. These figures are also an indication of library students' participation in practicum programs while enrolled in their program. Almost six in ten (58%) new librarian entrants reported having participated in such a program (results not shown in table or figure).

With respect to the length of time taken to find their first professional librarian position, the statistics are quite positive, with 84% finding a job within six months of graduating (37% of whom already had a job lined up before graduation). Though these figures are down slightly from the 1998, 1999, and 2000 figures provided by library school data collected on graduates' early work experiences, they are comparable to those found in the early- to mid- 1990s.

Table D.11   **Experience Prior to First Job and Time Taken to Find First Job by Library Sector**
(Recent Professional Librarian Entrants Only[1], Individual Survey; n=359)

Library Sector[2]	Had Library Experience Before Graduating	Time Taken to Find First Librarian Position		
		Before Graduating	Within 6 Months of Graduating	More than 6 Months after Graduating
TOTAL SAMPLE	**87**	**37**	**47**	**16**
TOTAL ACADEMIC	**89**	**35**	**51**	**14**
CARL	90	35	52	13
Academic	86	35	49	16
TOTAL PUBLIC	**87**	**31**	**47**	**22**
CULC	86	32	50	18
Public	90	29	43	28
TOTAL SPECIAL	**85**	**48**	**40**	**12**
Government	78	54	37	10
Non-Profit	93	56	30	15

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Recent Professional Librarian Entrants are defined as individuals who have been working as a professional librarians for less than 6 years.

[2] For-Profit and School library results are not presented separately because of insufficient cases reporting; however, For-Profit results are included in the Total Special results, and School results are included in the Total Sample results.

Moving to Table D.12, it is clear that the initial work status of new librarian entrants is not quite as positive. The 21% incidence of part-time labour for new librarian entrants is nearly twice that of other Canadian graduates, of whom only approximately 10% work in part-time jobs shortly after graduating (Sorensen, 2002 and Finnie, 2002). CULC librarians are notable for their higher-than-average rates of part-time positions (44% compared to 21% for the total sample).

An even greater proportion of new librarian entrants initially worked in temporary employment situations, irrespective of library sector. Nearly six in every ten new positions are temporary with most sectors following this

high rate. This is a much higher rate than is typical for other recent graduates. For example, a survey of 2000 graduates from Alberta's post-secondary system revealed that only 19% were working in a temporary job two years after graduating (Sorensen, 2002).

The work is temporary, but the pattern is also temporary. When comparing the initial and current job status of new entrants, it is clear that the initial contingent job status is temporary for many librarians. The proportion working on a part-time basis reduces by one-third (from 21% to 7%) and the proportion of those initially working on a temporary basis by more than half (from 57% to 22%). These findings are supported by longitudinal research on the work experiences of university graduates across the country, which shows that contingent work arrangements often characterize positions for new entrants into their field but that this propensity decreases sharply after about 5 years' experience in the labour market (Finnie, 2002).

Table D.12   **Work Status[1] of Initial and Current Job by Library Sector[2]**
(Recent Professional Librarian Entrants Only[3], Individual Survey; n=359)

| | Percent | | | |
| | Initial Job | | Current Job | |
Library Sector	Part-Time	Temporary	Part-Time	Temporary
TOTAL SAMPLE	**21**	**57**	**7**	**22**
TOTAL ACADEMIC	**15**	**61**	**3**	**27**
CARL	14	65	4	31
Academic	18	53	2	21
TOTAL PUBLIC	**35**	**57**	**9**	**19**
CULC	44	61	12	15
Public	20	51	4	25
TOTAL SPECIAL	**13**	**50**	**9**	**20**
Government	7	57	8	22
Non-Profit	19	44	3	10

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Part-Time status includes individuals who normally working less than 30 hours per week. Temporary includes individuals where there is an indication of when the employment will end.

[2] Results for For-Profit and for School librarians are not presented separately because of insufficient cases reporting; however, they are included in the *Total Sample* results. For-Profit library results are also shown in the *Total Special* results.

[3] Recent Professional Librarian Entrants are defined as individuals who have been working as a professional librarians for less than 6 years.

The incidence of temporary labour for the current jobs of recent entrants, however, is still almost two times higher than the national average (10%) and three times higher than the entire librarian labour force (7%--see Table C.4). There are, furthermore, higher-than-average rates of contingent labour in some sectors. CULC recent librarian entrants still have slightly higher part-time rates (12%) and CARL librarians are still quite likely to be working in a non-permanent position (31%).

Overall, most of the results presented in Tables D.11 and D.12 indicate that the transition into the labour market for recent graduates is smooth, although it is not as stable as it could be. The data demonstrate the important point that the library community is able to accommodate the influx of new graduates in a timely fashion and further, to accommodate most eventually as full-time staff, but the higher incidence of current temporary employment suggests a lower level of job security for recent professional librarians.[20]

---

[20] Whether the incidence of temporary jobs among recent librarian recruits reflects a sector-wide shift towards this form of employment or whether it has traditionally been how new librarians begin their careers is not something that can be determined with the snapshot data we are using in this analysis. Future measurement of the incidence of temporary employment among new recruits is therefore indicated.

We conclude this chapter of the report on recruitment with a brief examination of the early labour market experiences of recent entrants to library technician careers (Table D.13). Compared to librarians, 20% fewer recent library technician graduates had experience working in a library prior to their graduation. Still, nearly two-thirds (66%) report having such experience. Interestingly, however, recent paraprofessional staff are more likely to have a job lined up before completing their library technician program.

Overall, Table D.13 provides evidence that the transition into the workforce for the majority of library technicians is not particularly difficult. These conclusions, it should be noted, are only with respect to finding a job and do not speak to the quality of the job or to the work status of the job. While we do not have data on the initial job status of new library technicians, it is worth noting that contingent labour is more prevalent among this group than it is among all technicians in the sample (Table C.4). Nearly two in five recent library technicians are currently working on a part-time basis (compared to 25% of the total sample of technicians) and 16% are in a temporary job (compared to 6% of all technicians). Hence, while temporary jobs are more prevalent among recent professional librarian entrants, part-time labour appears to more accurately characterize the early work experiences of technicians.

Table D.13 **Experience Prior to First Job and Time Taken to Find First Job by Library Sector**
(Recent Library Technician Entrants Only[1], Individual Survey; n=145)

	Percent			
		Time Taken to Find First Librarian Position		
Library Sector[2]	**Had Library Experience Before Graduating**	**Before Graduating**	**Within 6 months of graduating**	**More than 6 months from graduating**
TOTAL SAMPLE	**66**	**48**	**39**	**13**
TOTAL ACADEMIC	**62**	**35**	**52**	**13**
CARL	65	47	47	6
Academic	60	28	55	17
TOTAL PUBLIC	**71**	**46**	**42**	**12**
CULC	70	45	45	10
Public	73	50	30	20
TOTAL SPECIAL	**67**	**63**	**26**	**12**
Government	75	65	25	10
Non-Profit	58	75	17	8
TOTAL SCHOOL	**67**	**53**	**33**	**13**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Recent Library Technician Entrants are defined as individuals who have been working as a library technician for less than 6 years.

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the Total Special results.

D.5   Strategic Human Resource Planning Implications

- Current librarians tend to say that they chose the field because they thought they would like what the work entailed (though they do not state what these early assumptions were), and that they were interested in serving the public and/or the public good, as well as because of the value they place on literacy and learning. While these demonstrate a clear understanding of the core values of librarianship, they do not necessarily include the real functions of the job. Insofar as recruitment to the librarian profession is hampered by misperceptions about the work content of this profession, marketing directives should include an educational component that highlights the actual job functions and levels of responsibility held by librarians.

- Library schools, MLIS students, HR administrators, and organizational trainers should also be made aware of libraries' unmet needs for librarians to be equipped to perform management and leadership roles and to be able to respond flexibly to change.

- Since structural barriers are the main reason why paraprofessionals do not pursue MLIS education (though about one-third are interested), access to library education needs to be further examined while still maintaining the professional status of librarians.

- Since recruitment need, activity, and level of difficulty widely range between sectors and geographic regions of the country , strategies should also be sector- and geography-specific.

  - For example, while CARL libraries as a whole do not seemingly need to make major changes to their recruitment strategies, CULC libraries are advised to consider marketing more rigorously to MLIS students (and perhaps to library school professors) about the benefits of working in public libraries (and supporting practicum programs, internships, co-op programs). The extent to which MLIS programs focus on librarianship within the public sector should also be examined.

  - Rural libraries (which are predominantly public libraries) should focus their efforts upon promoting the desirable lifestyle of smaller communities and the opportunity for staff to use a wider range of skills. Knowing that retirements are coming up, rural libraries might foster a relationship with library schools and library technician programs that allows for practicum and other opportunities in their libraries.

  - There is also the possibility that rural and remote libraries might consider "growing their own" and working with local schools to identify career opportunities in libraries for local community members.

- The continued use of temporary jobs for new librarian entrants, while better than the alternative of not offering a job at all, is a pattern that should be closely watched. The possible long-term negative effects on staff who continually work in a contract position include the erosion of loyalty and trust and dissatisfaction over the fact that most temporary jobs do not engender a sense of being part of the organization, garnering neither training opportunities nor other employer benefits that are provided to others in the workplace.

- Since 41% of recent professional librarian entrants stated they applied to a U.S. job due to a perceived scarcity of Canadian positions, it appears that generally, Canadian librarians would tend to stay in Canada if the initial jobs were here and perhaps in a permanent capacity. A much smaller proportion of respondents worked internationally, and then returned to Canada (primarily for personal reasons); this suggests that job market factors are not the only influence on international work. It also suggests that if there are an adequate number of good jobs for librarians in Canada, they may be less likely to leave in the first instance.

- The question remains as to how many institutions have reconsidered the MLIS hiring requirement for positions traditionally held by librarians. The Association of Research Libraries states that about one-third of North American research libraries do not require candidates to hold the MLIS (2000). If institutions are reconsidering this base credential for a greater number of positions, this could have a greater impact on recruitment.

Retirement

E.1   Introduction

Many in the library community have expressed concern over the aging demographic of the workforce, particularly with respect to the number of retirements that are predicted to occur over the next five to 10 years. Curran (2003), for example, has noted that the decreased capacity for hiring younger librarians over the last twenty years (due in part to sustained budget cuts) has created a situation where the majority of the librarian workforce is concentrated into an older age demographic, thus potentially creating a situation where a greater number of professionals will retire within a short time period.

Estimates of the number of retirements among librarians vary greatly. According to Wilder (2003), 6.7% of Canadian librarians in research libraries will have reached retirement age by 2005, an additional 21.8% by 2010, and 26.8% by 2015, for a total of 56.2% of the research library workforce over the next twelve years. Other estimates regarding retirement rates include 48% of librarians across the country by the year 2005 (Weiler, 2000), and 52% of Quebec librarians over the next fifteen years (Ramangalahy, Villalonga and Durocher, 2003). Comparisons between these projections are encumbered by differences in type of library or geographic area studied, but they do point out the variability in estimated retirements that library administrators have had to draw upon, no doubt adding to the confusion when developing human resource strategies.

The available quantitative retirement research has fueled concerns about how libraries are going to replace their departing senior staff. Some support for the view that libraries are not prepared to replace upcoming retiring professionals can be found in a recent survey of 124 Canadian libraries (Summerfield, 2002). When asked about their level of preparedness for replacing retiring librarians, 21% of respondents felt "not at all prepared," and 53% felt "somewhat prepared."

The goal of this project is not simply to "predict" the size of the next wave of future retirements. While this is important information to garner, it is equally important to ground the numbers in the existing human resource conditions of Canadian libraries. Examining the most recent retirement situation (including retirement events between 1997 and 2002) and current succession planning preparedness, will help lay the foundation for an informed understanding of how any retirement bulge will be experienced by Canadian library sector in the future. These elements are examined in our analysis of retirements.

Concerns about retirement have primarily been focused on the professional librarian workforce. Indeed, very little research exists about paraprofessional retirements. Since paraprofessionals continued to be hired (and in some cases, hired to replace librarian positions) during the 1990s, their age demographic is somewhat lower than it is for professional librarians (Table C.9). But they are still, on average, older than the Canadian workforce (21% of paraprofessionals compared to 11% of the national average are 55 years and over). The past, current, and future retirement trends for paraprofessionals are therefore also examined in this section.

E.2   Recent Retirement Trends

Before predicting future retirements it is informative to examine library staff retirements that have already oc-
curred. By comparing the proportion of library staff members that have recently retired with the proportion that
are predicted to retire, we gain an understanding of how much greater an issue retirements will be in the future,
compared to what libraries have already dealt with. In other words, we can use recent history as a benchmark for
evaluating the level of concern that should be placed on future predicted retirements.

Table E.1 presents librarian retirements that occurred between 1997 and 2002 as indicated by the institutional
survey respondents. Beginning with the total sample, one-third of Canadian libraries experienced retirements
over the past 5 years, representing a loss of approximately 11% of the total current professional librarian work-
force. An average of 4.2 full-time equivalent (FTE) librarians retired within each library experiencing retirements
(or 1.3 FTE retirements for each library in the sample).[21]

Retirements are much more likely to have taken place within the two largest sectors: 100% of CARL and 88% of
CULC institutions had at least 1 FTE librarian retirement in the past 5 years. Though CARL and CULC retire-
ments are both at higher rates (7.2 and 4.1 retirements on average in each institution), the proportional loss in
CARL libraries is somewhat higher (16% in CARL compared to only 7% in CULC). In fact, compared to almost
all other library sectors, CULC institutions lost a smaller proportion of their librarian labour force from retire-
ments, even though they were more likely to experience retirements, and in much higher numbers. By compari-
son, though only 26% of public libraries experienced retirements in the past 5 years, the loss through retirements
comprised 10% of their professional librarian cadre.

**Between 1997 and 2002, the majority of librarians retired before the age of 65. There are,
however, signs that the age of retirement will increase in the future.**

Table E.1   Librarian Retirements Between 1997 and 2002 by Library Sector[1]
(Institutional Survey; n=286)

Library Sector	% Orgs. with Retiring Librarians	Retirements as % of Current Librarians	Mean # FTE Retirements Per Org.[2]
TOTAL	**34**	**11**	**4.2**
TOTAL ACADEMIC	**43**	**19**	**7.4**
CARL	100	16	7.2
Academic	19	8	–
TOTAL PUBLIC	**38**	**8**	**2.6**
CULC	88	7	4.1
Public	26	10	1.3
TOTAL SPECIAL[3]	**18**	**9**	**1.2**
Government	22	9	–
Non-Profit	14	7	–

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Separate sub-sector results are not presented when there are fewer than 15 cases reporting.

[2] Librarian staff figures are provided in full-time equivalent (FTE), but since we know that not all respondents provided staff numbers in FTE, although they were instructed to do so, these
figures are an over-estimation of FTE. Furthermore, average retirements are among libraries with retirements only. If the total sample is used as the denominator, the number of average
retirements per library is 1.3.

[3] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

[21] Though we report librarian staff figures in full-time equivalent (FTE), this is an over-estimation, since we know that not all respondents provided staff numbers in FTE, although they were
instructed to do so.

Table E.2 presents the same recent retirement data for paraprofessional library staff. Compared to librarian retirements, about 10% fewer libraries have had at least one paraprofessional retire within the past 5 years, representing only 7% of the current paraprofessional staff. Again, however, these retirements are most predominant in CARL and CULC libraries (76% of CARL and 68% of CULC institutions experienced retirements with an average of 4.0 and 6.7 FTE paraprofessionals retiring in each CARL and CULC institution, respectively).

Table E.2   **Paraprofessional Staff Retirements Between 1997 and 2002 by Library Sector**
(Institutional Survey; n=280)

Library Sector	% Orgs. With Retiring Paraprofessionals	Retirements as % of current Paraprofessionals	Mean # FTE Retirements Per Org.[1]
TOTAL	**23**	**7**	**2.7**
TOTAL ACADEMIC	**39**	**6**	**2.9**
CARL	76	7	4.0
Academic	24	5	1.4
TOTAL PUBLIC	**21**	**7**	**3.2**
CULC	68	9	6.7
Public	16	5	1.3
TOTAL SPECIAL[2]	**14**	**6**	**1.0**
Government	8	3	1.0
Non-Profit	17	7	1.0

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Paraprofessional staff figures are provided in full-time equivalent (FTE), but since we know that not all respondents provided staff numbers in FTE, although they were instructed to do so, these figures are an over-estimation of FTE. Furthermore, average retirements are among libraries with retirements only. If the total sample is used as the denominator, the number of average retirements per library is 1.3.

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

These figures are important to keep in mind as benchmark data when examining future retirement estimates (Section E.3), particularly in terms of the rate of retirements within a five-year period.

E.3   Age of Retirement

The age at which library staff have retired in the past and are estimated to retire in the future are important components of predicting future retirements, since age of retirement can vary considerably across individuals and over time. We begin this section by examining the age of retirement among librarians in the recent past. Equivalent data are not presented for paraprofessionals because of insufficient responses and unreliable results from the institutional survey on these questions. For the same reason, these data are presented for librarians in only some sectors.

As shown in Table E.3, between 1997 and 2002, a majority (79%) of librarians retired before the age of 65, and only 21% retired at or after 65 years of age. The rather large number of librarians retiring before age 65 may reflect a Canadian labour force trend in the 1990s, where retirements occurred, on average, at an earlier age (Gower, 1997). Other research has shown that employees with a retirement or pension plan (92% of our sample of libraries provide such a plan) are more likely to retire earlier than those without a plan (Statistics Canada, 2002). The age of retirement figure might also reflect the tendency for this predominantly female professional librarian workforce to retire at the same time as their older male spouses exit the workforce.

Comparing across sectors, CULC librarians were the least likely to retire before age 65 (although this figure is still high at 71%) and special librarians were the most likely of the three sectors to retire before the age 65 (88%).

Table E.3   Librarian Age of Retirement by Library Sector
(Institutional Survey; n=95)

Library Sector	Percent		
	Before 65 Years of Age	At 65 Years of Age	After 65 Years of Age
TOTAL	**79**	**13**	**8**
TOTAL ACADEMIC[1]	**82**	**14**	**4**
CARL	82	13	5
TOTAL PUBLIC	**73**	**13**	**14**
CULC	71	10	19
Public	80	0	20
TOTAL SPECIAL[2]	**88**	**0**	**12**

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Non-CARL Academic library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Academic* results.

[2] Government, Non-Profit, and For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

There are strong signs that age of retirement may be reversing. Indeed, the individual survey results which depict senior librarians' estimates of when they will retire indicate a future scenario of later age of retirement. Table E.4 shows that 29% of current senior librarians estimate they will retire at or after 65 years of age compared to the figures in Table E.3 where only 21% of the librarians retired within this later age period.[22]

Although both survey findings suggest that the vast majority of retirements will take place before the age of 65, the smaller proportion in the individual survey (which was conducted in 2004), compared to the institutional survey (which reflects 1997 to 2002 trends), may indicate the onset of a future trend where librarians retire at a later age. There are also other substantive reasons why age of retirement will increase in the future. Given recent downturns in investments of retirement and pension plan holdings, senior librarians may be realizing they are not able to afford to retire as early as they would like. A recent Canada-wide poll of a random sample of 1,003 adults in March 2004 revealed that while 82% said health care issues were their biggest concern, 73% indicated that their second biggest worry was not having enough income after age 65. That was a dramatic jump over findings two years earlier, when just 54% told pollsters they worried about post-retirement income (Canadian Labour Congress, 2004).

[22] Different methods of extracting age of retirement might also explain the difference.

Table E.4   Senior Librarian[1] Estimation of Retirement Age Category[2] by Library Sector
(Individual Survey; n=1,024)

Library Sector	Age Category of Estimated Retirement				
	Earlier than 55	Between 55 and 60	Between 61 and 64	At 65	After 65
TOTAL	**1**	**40**	**30**	**23**	**6**
TOTAL ACADEMIC	**<1**	**38**	**33**	**24**	**5**
CARL	0	37	33	25	5
Academic	1	39	34	20	6
TOTAL PUBLIC	**2**	**38**	**30**	**24**	**6**
CULC	2	38	28	26	6
Public	1	38	34	20	7
TOTAL SPECIAL[3]	**2**	**46**	**25**	**22**	**5**
Government	3	56	18	19	4
Non-Profit	0	39	27	29	5
SCHOOL	**5**	**63**	**11**	**16**	**5**

Source: 8Rs Canadian Human Resource Library Individual Survey

[1] Senior Librarians are defined as those who are currently 50 years of age and older (48% of total sample of librarians).

[2] Excludes respondents reporting "Don't know" (4%).

[3] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Another recent study by Schellenberg and Silver (2004) found that six in ten Canadians who retired in the past 10 years did so involuntarily or would have continued working if their circumstances were different. The results of this Canada-wide study of 25,000 individuals suggest that librarians do not need to be encouraged to defer their retirement, but enabled to do so. For example, one-quarter of premature retirees reported that they would have delayed their retirement if they had been able to reduce their work week without affecting their pension (Schellenberg and Silver, 2004).

Changes in provincial legislation on mandatory age of retirement also provide the framework for a later retirement age. Whereas many regions of the country abolished mandatory retirement some time ago, the issue is currently under review in Ontario (Government of Ontario, 2004). With 43% of librarians working in Ontario, this change could have a strong influence on the age of retirement for the Canadian librarian workforce.

With respect to sector differences, government and school librarians "realistically" think they will retire, on average, at an earlier age than librarians working in other sectors. Sixty-eight percent of school librarians and 59% of government librarians estimate that they will retire before the age of 61. This same early retirement pattern is observed among government and school paraprofessionals (Table E.5): 75% of school paraprofessionals predict they will retire before 65, and 62% of government paraprofessionals estimate this retirement age (compared to 43% in the total sample of paraprofessionals).

Table E.5   **Senior Paraprofessional[1] Estimation of Retirement Age Category[2]
by Library Sector**
(Individual Survey; n=673)

Library Sector	Age Category of Estimated Retirement				
	Earlier than 55	**Between 55 and 60**	**Between 61 and 64**	**At 65**	**After 65**
TOTAL	**2**	**41**	**25**	**26**	**6**
TOTAL ACADEMIC	**3**	**36**	**27**	**29**	**5**
CARL	3	37	29	26	5
Academic	1	35	23	37	4
TOTAL PUBLIC	**2**	**34**	**28**	**30**	**6**
CULC	2	32	30	31	5
Public	2	41	23	25	9
TOTAL SPECIAL[3]	**0**	**48**	**21**	**17**	**14**
Government	0	62	14	12	12
Non-Profit	0	30	25	30	15
SCHOOL	**7**	**68**	**12**	**12**	**1**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Senior Paraprofessionals are defined as those who are currently 50 years of age and older.

[2] Excludes respondents reporting "Don't know" (4%).

[3] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

E.4   Predicted Future Retirement

The retirement results presented so far tell us about what has occurred in Canadian libraries in the recent past (1997 to 2002), but we also have a good indication from library staff themselves and from other indicators that retirements will be later in future years. Accordingly, in predicting the proportion of current librarians and para-professionals who will retire within the next 5 and 10 years (2009 and 2014), we provide three scenarios based on three different assumptions about age of retirement. The first scenario assumes a minimum age of retirement of 60 years, the age which most closely approximates a static situation in which age of retirement does not change.[23] The second and third scenarios account for the possibility of a future where retirements are delayed and assume a minimum retirement age of 62 and 65 years of age, respectively.[24]

The first two rows of figures in Table E.6 depict scenario 1, and demonstrate that an estimated 25% of current librarians will retire within the next 5 years (2009) and 48% within the next 10 years (2014). Compared to retire-ments that occurred within the past 5 years (Table E.1), the future predicted retirements over the next 5 years in this scenario is more than double (11% retired in past 5 years compared to 25% in the next 5 years). Based on an estimate of 9,000 FTE Canadian professional librarians, 2,250 FTE librarians are predicted to retire within the next 5 years, and 4,320 FTE within the next 10 years.[25] Assuming a static situation with respect to age of retire-ment, therefore, these estimates suggest that the library community make it an important priority to prepare for future retirements.

[23] When comparing retirement rates derived from librarians' own accounts of when they realistically think they retire (Table E.4) and rates based on an assumption of 60 years of age of retirement (Table E.6), very similar proportions of librarians are predicted to retire.

[24] Since there are no substantive reasons to suggest that librarians will retire at an earlier age than they are currently, we do not provide such a scenario.

[25] Based on available data, there is no definitive method of estimating the total number of librarians in Canada. According to Statistics Canada 2001 census data, there are over 12,000 professional librarians in Canada, but this estimate is not very accurate, since we are not certain how many of these meet the MLIS (or historical equivalent) standard nor does it include library administrators. When extrapolating from our own institutional survey, estimates are 8,500 FTE librarians, not including school librarians. The National Core Library Statistics program arrives at a similar estimate of 8,360 FTE librarians, not including school librarians which is equivalent to about 20% of all FTE staff (Schrader and Brundin, 2002). They further estimate 7,800 FTE total staff in school libraries. Our data suggest that professional librarians, as a proportion of library school staff, is decreasing (e.g., there are now roughly 4 paraprofessionals for every 1 professional librarian working in school libraries). We, therefore, add 10% of the school total staff of 7,800 FTE to the 8,500 FTE to arrive at a rounded figure of 9,000 FTE librarians working in Canada.

Table E.6   Predicted Librarian Retirements Within the Next 5 and 10 Years[1]
(Assuming age of retirement of 65, 62, and 60 years)
(Individual Survey; n=1,886)

| | Librarian Workforce Retirement | |
Retirement Scenario	Percent	Estimated FTE # in Librarian Population[2]
Scenario 1: Assuming retire at 60 years of age		
Retirements by 2009	25	2,250
Retirements by 2014	48	4,320
Scenario 2: Assuming retire at 62 years of age		
Retirements by 2009	16	1,440
Retirements by 2014	39	3,510
Scenario 3: Assuming retire at 65 years of age		
Retirements by 2009	6	540
Retirements by 2014	25	2,250

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Calculated by adding 5 and 10 years to current age.

[2] Based on a roughly-estimated total full-time equivalent Canadian librarian workforce of 9,000.

When examining all the estimates in Table E.6, it is clear that as age of retirement increases, considerably smaller proportions of librarians are predicted to retire between 2004 and 2014. Assuming an average retirement age of 62 years, 16% (1,440 FTE) are estimated to retire by 2009 and 39% (3,510 FTE) by 2014. At 65 years of age, estimates reduce even more significantly to 6% (540 FTE) and 25% (2,250 FTE) by the year 2009 and 2014, respectively. In short, if the age of retirement increases over the next decade by only a few years, the compounded proportion of professional librarians retiring will no longer reach critical levels. One reason for this conclusion is that numerically speaking, the latter scenarios do not depict a retirement situation that departs significantly from what has just occurred between 1997 and 2002 (with 11% of librarians—990 individuals--retiring between 1997 and 2002, and 16% and 6% estimated to retire in the next 5 years under scenarios 2 and 3, respectively). Further, as we will see in Section E.5, most libraries did not report experiencing "crisis-level" difficulties in dealing with the nearly 1,000 retirements that already occurred between 1997 and 2002. As shown in Table E.14, only 36% of libraries in the institutional sample indicated that they experienced difficulties replacing the leadership qualities lost by departing senior librarians, and even fewer (28%) responded similarly with respect to replacing skills and knowledge.

Using an average age of retirement of 62 years, 4 in 10 current librarians are predicted to retire by the year 2014.

Given that we are using a total difference of only 5 years in age of retirement, the rather large variation between the three future scenarios is itself an interesting finding and highlights the demographic concentration of librarian staff in the older age categories. With nearly half of current librarians 50 years of age and older, combined with such a large range of possible retirement ages (from before 55 to after 65), future retirement rates are highly dependent on the actual age that librarians retire. Accurate predictions of future retirements are, therefore, extremely vulnerable to age of retirement. This conclusion is important to keep in mind when we examine librarians' attitudes towards retirement and their implications for retirement policy within libraries.

Another important observation that can be made by comparing the retirement rates between the three scenarios is that in scenario 1 the bulk of retirements will occur by the year 2009, whereas under scenarios 2 and 3 retirements will predominantly fall between 2009 and 2014. An older age of retirement not only reduces retirement rates, but also shifts into the next decade most of the immediacy of the retirement issue.

Yet another important point to make from the data in Table E.6 is that when the number of retirements is calculated for each individual library, a very different picture emerges. Given that there are approximately 2,000 libraries in Canada that employ professional librarians, we can further estimate that under scenario 1 each Canadian library can expect to have an average of 1.1 librarians retire over the next 5 years (2,250/2,000), and 2.1 over the next decade (4,320/2,000).[26] Scenario 2 estimates are that each library will have an average of 0.6 retirements in 5 years and 1.5 in 10 years, while scenario 3 estimates are 0.2 and 0.9 in 5 and 10 years, respectively.

These two levels of analysis clearly present two very different perspectives on retirements: one for the library sector as a whole and the other for individual libraries. When retirements are viewed at the sector-wide level they are more alarming than they are for individual libraries. But, the individual library must interpret their retirements within the broader scope of the industry. One or two retirements over the next 10 years may not present a human resource crisis for any individual library; however, when retirements are occurring at a similar rate across the sector, competition for recruitment becomes more intense. Further, retirements cannot be viewed in isolation but must be seen as part of the larger demand-supply nexus within any organization. If a single library can expect to have 2 librarians retire over the next 10 years, but they are also experiencing difficulties recruiting new librarians, the human resource loss from retirements will be of greater concern. And, as discussed later on in this chapter (Section E.6), dealing with retirements is not simply a matter of replacing librarians, but is more importantly a matter of cultivating and developing the kinds of skills and abilities that are needed by libraries.

In summarizing the data and discussion of predicted future retirements presented so far, it is clear that the age at which librarians are predicted to retire is the pivotal point of estimating retirement rates. Although we would like to provide a more definitive single-case scenario to the community, predictions simply cannot be made with such certainty. In fact, a review of average age of retirements among the Canadian labour force within the past two decades reveals considerable fluctuation over time with a wide range of explanations for the shifts (Statistics Canada, 2002).

Having said this, however, we can provide what we think will be the most likely of all scenarios, given what we currently know the situation to be, with the caveat that a change in only one influential factor can alter this conclusion. We have already discussed the signs that age of retirement will increase in the future, suggesting that the non-crisis scenarios depicted in Table E. 6 (2 and 3) are the more likely to occur. Further, it could be argued that increasing the minimum age of retirement from 60 to 65 within 5 years is too drastic a shift to realistically expect within such a short period of time. Hence, for the remaining analysis in this report we use the middle scenario and the more conservative assumption of 62 years of age of retirement.

Using this minimum retirement age, only 16% of current librarians are predicted to retire within the next 5 years. Again, since this does not depart significantly from librarian retirement rates in recent history (11%), human resource efforts to replace these senior staff members should strategically continue along a similar path as has happened in the recent past. Four in every 10 current librarians are predicted to retire by the year 2014. Since nearly 2 in 10 librarians will have already retired by 2009, the distribution of retirements is somewhat evenly spread between the next 5 and 10 years. The recommended path for the library community, therefore, is one that involves long-term and continuous human resource planning that allows for a smooth transition during the generational change that is taking place in libraries.

The library community is advised to employ long-term and continuous human resource planning, to allow for a smooth transition during the generational change that is taking place in libraries.

---

[26] The number of libraries in Canada is based on the number of libraries in the institutional sampling frame, less those that we know do not employ professional librarians because they either did not participate in the study (stating that they did not employ librarians) or because they did participate (but indicated no professional librarians on staff). The number of libraries is likely an overestimation since it includes an unknown number of libraries (that we did not hear from) that do not currently employ professional librarians.

If they haven't already, libraries must begin efforts to groom the next generation of leaders and managers, not only with mid-level librarians, but with recent entrants into the profession. With 22% of mid-career librarians at least 60 years of age in 10 years, we cannot assume that replacements will always come from this group (since about 1 in 5 current mid-career librarian will themselves need to be replaced within 10 years). These data demonstrate that human resource planning with respect to retirement is not an issue that can be merely dealt with by motivating, cultivating, and training mid-career librarians to fit the management and leadership needs of libraries; it is a strategic and ongoing process that must also target recent entrants.

Having examined predicted retirements for the library sector as a whole, we now turn to an analysis of sector differences in retirements for management and non-management librarians, based on an assumed retirement age of 62 years. As shown in Table E.7, a somewhat greater proportion of management than non-management librarians are predicted to retire in the next 5 and 10 years. Only 13% of non-management librarians will be at least 62 years of age in 5 years (by the year 2009) compared to 17% of management librarians. Similarly, a much greater proportion of management than non-management librarians are predicted to retire by the year 2014 (43% compared to 31%).

As we might expect, CARL librarians (both management and non-management) are predicted to retire in higher rates than librarians in most other sectors. Librarians in a few other sectors, however, are also predicted to retire at higher rates. The most notable of these are the very high retirement rates found among school librarians, 66% of whom are estimated to retire by 2014. Given the recent staffing history within the school sector, we may well see a future where nearly two-thirds of the professional librarian staff in the school sector are not replaced when they retire. Simply put, school libraries will no longer be run by professional librarians, unless they begin to receive a greater share of public school funding, and the value of the professional degree is recognized when recruiting.

Somewhat surprising are the higher-than-average retirement rates among non-management librarians in small public libraries. Most the retirements in this sector will take place within the next 5 years (26% compared to the total sample of 13%). In contrast, the bulk of retirements within all other sectors will occur in the latter half of the next 10 years. For example, CULC non-management librarian retirements are expected to be lower than the total sample average within 5 years, but jump dramatically within 10 years (from 9% to 31%).

Table E.7 — Predicted Librarian Retirements within the Next 5 and 10 Years by Career Level and Library Sector
(Based on minimum age of retirement of 62 Years)
(Individual Survey; n=1,886)

| Library Sector | Percent over 61 Years of Age[1] | | | | | |
| | Within 5 Years (by 2009) | | | Within 10 Years (by 2014) | | |
	Total Librarians	Non-Management	Management[2]	Total Librarians	Non-Management	Management[2]
TOTAL SAMPLE	**16**	**13**	**17**	**39**	**31**	**43**
TOTAL ACADEMIC	**19**	**17**	**20**	**42**	**33**	**48**
CARL	20	19	22	43	35	48
Other Academic	16	11	18	41	27	48
TOTAL PUBLIC	**14**	**12**	**14**	**36**	**31**	**38**
CULC	11	9	13	35	31	37
Other Public	19	26	17	38	35	39
TOTAL SPECIAL	**14**	**9**	**16**	**37**	**23**	**43**
Government	14	12	15	38	26	45
Non-Profit	11	3	16	35	21	41
For-Profit	16	7	21	34	21	42
SCHOOL[3]	**19**	**--**	**22**	**66**	**--**	**74**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Calculated by adding 5 and 10 years to current age.

[2] Management includes supervisors, middle management, and senior administration.

[3] Separate career level results are not presented when there are fewer than 15 cases reporting; however, they are included in the *Total Sample* results.

At the other end of the retirement spectrum are non-management special librarians, all three sub-sector types of which are estimated to retire in smaller proportions than the total sample within both time periods. Non-profit and for-profit librarians (who are not working in management) have especially low retirement rates, where only one in five are predicted to retire by 2014 compared to three in ten for the total sample. Management librarians in these sectors, however, are predicted to retire at rates that more closely approximate the total sample.

Table E.8 presents predicted retirement rates for paraprofessional staff by sector, again using the 62 minimum age of retirement cutoff.[27] Compared to professional librarians, a slightly smaller proportion of paraprofessionals are estimated to retire within the next decade. As was the case for professional librarians, the 13% of paraprofessionals predicted to retire within the next 5 years does not depart significantly from the 7% who retired within the past 5 years (Table E.2). With a somewhat younger age profile than librarians, however, the largest wave of retirements among paraprofessionals will occur between 2009 and 2014 (13% between 2004 and 2009, and 21% between 2009 and 2014).

[27] We are not able to provide the number of paraprofessionals expected to retire because we do not have a reliable estimate of the total number of paraprofessionals currently working in Canada.

Table E.8	**Predicted Paraprofessional Staff Retirements within the Next 5 and 10 Years by Library Sector**

(Based on minimum age of retirement of 62 Years)
(Individual Survey; n=1,560)

	Percent over 61 Years of Age[1]	
Library Sector	**Within 5 Years**	**Within 10 Years**
TOTAL SAMPLE	**13**	**34**
TOTAL ACADEMIC	**16**	**36**
CARL	16	39
Other Academic	16	31
TOTAL PUBLIC	**14**	**31**
CULC	15	31
Other Public	12	31
TOTAL SPECIAL	**8**	**29**
Government	5	28
Non-Profit	10	33
For-Profit	15	24
SCHOOL	**9**	**43**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Calculated by adding 5 and 10 years to current age.

Sectoral patterns of retirement rates, for the most part, replicate those found among professional librarians. Again we observe that CARL paraprofessionals will retire at higher rates than on average, especially during the next decade. The largest wave of retirements (43%) is predicted to occur among school paraprofessionals after 2009. And again, paraprofessionals working in special libraries are estimated to retire at lower rates than on average, but with most of the retirements occurring between 2009 and 2014 (8% in 5 years and increasing to 29% in 10 years).

In conclusion, though paraprofessional retirements overall will not likely be quite as high as professional librarians, they still imply the need for continuous succession planning efforts over the foreseeable future. Moreover, when retirement rates for both professional librarians and paraprofessional staff are viewed in their entirety, succession management becomes more complex. The experience, skills, talents, and knowledge lost by the two most predominant occupational groups within libraries presents a compounded situation that warrants careful scrutiny. If, for example, paraprofessionals are viewed as a possible pool of future professional librarians, the paraprofessional workforce will be subject to further losses which, as the retirement data suggest, the library community can ill afford. Together then, these results suggest that the library community needs to focus more strongly on attracting lay individuals to libraries in both professional and paraprofessional capacities.

Having said this, we should not make the mistake of concluding that the library workforce will reduce by 37% within the next 10 years (the combined retirement rate for librarians and paraprofessionals) since this does not account for new entrants into the system. In other words, a very important factor to consider when determining the seriousness of retirements is the entrance of recent graduates into the system. We present this more comprehensive demand-supply analysis in Section J.

With respect to regional differences in retirement rates, Table E.9 demonstrates few differences. Librarians in Alberta and especially those working in the Territories are, however, predicted to retire at slower rates than average within the next 5 and 10 years.

Table E.9 **Predicted Librarian Retirements within the Next 5 and 10 Years by Geographic Location**
(Based on minimum age of retirement of 62 Years)
(Individual Survey; n=1,886)

Geographic Location	Percent over 61 Years of Age[1]	
	Within 5 Years	Within 10 Years
TOTAL SAMPLE	**16**	**39**
Province/Region		
British Columbia	19	43
Alberta	12	30
Saskatchewan/Manitoba	18	44
Ontario	16	39
Quebec	19	42
Maritimes	14	37
Northern Territories	6	13
Rural & Remote/Urban[2]		
Rural and Remote	16	39
Urban	16	32

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Calculated by adding 5 and 10 years to current age.

[2] Rural and Remote is based on "no" responses to the question "Is your library located in an urban centre with a municipal population of more than 10,000 people?" Because not all respondents provided an answer to this question, rural designation was also assigned to respondents indicating that they "already work in a rural/remote region of Canada," plus respondents residing in one of Canada's northern territories.

E.5 Retirement Attitudes and Retirement Policy Implications for Predicted Retirements

The retirement information indicates that not all library sectors will experience the same retirement rates. But these data do not capture the varied perspectives that might exist from one library to another in terms of whether retirements are viewed as a problem, or perhaps as an opportunity. In-depth interviews and focus group sessions revealed that some administrators see retirements as a chance to restructure the organization and reconfigure the staffing complement in order to provide better developmental and promotional opportunities for those remaining. With this in mind, we present a series of tables depicting responses to questions asked of senior librarians on their attitudes towards retirement. The section begins, however, with an examination of early retirement offerings among libraries.

Figure E.1 demonstrates that one in five libraries offer professional librarians an early retirement package. Such packages are half as prevalent in public libraries, but CARL libraries are especially likely to offer early retirement opportunities to their librarians. For academic libraries, these packages are often part of the overall university or college human resource strategy. With respect to CARL libraries, therefore, we should not assume that the high figure correlates directly with a high interest in replacing senior librarian staff. Overall, however, the data in Figure E.1 provide an indication that, for whatever reason, retirements are encouraged by offering early retirement packages and that some libraries will benefit from retirements.

The flexibility of retirement timing for librarians is largely a function of their financial situation.

**Figure E.1   Percentage of Organizations Offering Early Retirement Package[1]
by Library Sector**
(Institutional Survey; n=268)
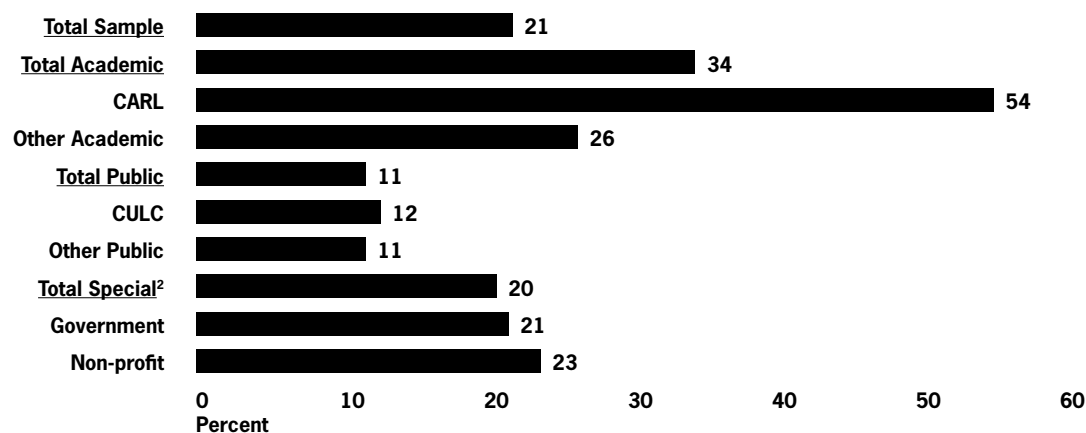
Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on "yes" responses to the question: "Does your organization offer an early retirement package?"

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

When senior staff were asked about the extent to which they are looking forward to retirement, the results suggest that most senior librarians do not feel strongly either way about their retirement (Table E.10). Overall, only three in ten senior librarians are looking forward to retirement to a "great extent" while most (56%) reported "to some extent." Sector variation is not great, although government librarians appear to be looking forward to their retirement more so than other librarians, with 39% indicating "to a great extent."

**Table E.10   Extent Senior Librarians[1] Looking Forward to Retirement
by Library Sector**
(Individual Survey; n=1,015)

Library Sector[2]	Percent Looking Forward to Retirement		
	To a Great Extent	To Some Extent	To No Extent
TOTAL SAMPLE	**29**	**56**	**14**
TOTAL ACADEMIC	**28**	**58**	**14**
CARL	31	55	14
Academic	22	66	12
TOTAL PUBLIC	**28**	**56**	**16**
CULC	27	57	16
Public	29	54	17
TOTAL SPECIAL	**35**	**54**	**11**
Government	39	55	6
Non-Profit	33	43	24
TOTAL SCHOOL	**33**	**61**	**6**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Senior professional librarians are defined as those who are currently 50 years of age and older.

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Senior librarians were also asked if they would consider delaying or accepting an early retirement package (Table E.11). It is somewhat surprising that such large proportions answered positively to both questions. These results provide strong evidence that the retirement timing can be influenced by organizational policies and practices. Only a few librarians, it seems, are steadfast in their retirement plans (only 6% indicated they would neither delay their retirement or accept an early retirement plan). Again, government librarians were more likely than on average to express an interest in taking an early retirement (79%), as were school librarians (80%).

Table E.11	Percentage of Senior Librarians[1] Who Would Consider Delaying Retirement or Accepting Early Retirement Package by Library Sector (Individual Survey; n=1,018)	

	Percent[2]	
Library Sector[3]	Consider Delaying Retirement	Consider Early Retirement Package
TOTAL	**75**	**68**
TOTAL ACADEMIC	**76**	**68**
CARL	71	66
Academic	85	71
TOTAL PUBLIC	**76**	**64**
CULC	76	62
Public	77	69
TOTAL SPECIAL	**70**	**74**
Government	74	79
Non-Profit	62	68
SCHOOL	**60**	**80**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Senior Librarians are defined as those who are currently 50 years of age and older.

[2] Excludes respondents reporting "Don't know" (4%).

[3] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

The senior librarians in our sample were further asked about the specific conditions that would make them consider delaying their retirement (results not shown in table or figure). For the majority of these senior staff members (56%), this consideration stems from their need for the compensation (salary and benefits) that would come from continuing to work. When the 68% of senior librarians were asked why they would accept an early retirement package, 65% indicated that they would like the chance to enjoy their life more or they want to pursue other leisure and career interests. Three in ten librarians provided a conditional response: they would accept an early retirement package if the money offered in the package was sufficient. Equally illuminating are the reasons provided by the 32% of senior librarians who would not accept an early retirement package: a significant minority (47%) reported that they cannot afford to retire early, mostly because they need more time to contribute to their pension funds.

Once again, therefore, we have support for the hypothesis that age of retirement is most strongly determined by monetary needs. A possible contravening influence on retirement timing is current job dissatisfaction. A high level of job dissatisfaction among senior librarians might outweigh the financial need to continue working and result in early retirement. Although we found some evidence of a relationship between low levels of job satisfaction and a greater interest in retiring at a younger age than on average, this finding accounts for only a very small proportion of current senior librarians (only 5% of senior librarians report being dissatisfied with their job).

In situations where the loss of senior librarians would signify a human resource deficit (either quantitatively or qualitatively), these data suggest that library administrations could encourage the postponement of retirement among their senior librarian workforce. Conversely (assuming budgets permit), in situations where retirements

are viewed as opportunities for restructuring or redefining the staffing complement, it appears that most librarians would be receptive to accepting an early retirement package, although some of these individuals would only do so given an adequate package. Either way, the single most influential factor is that the librarians perceive a financial ability to retire early or to delay their retirement.

As for paraprofessional staff attitudes towards retirement, Table E.12 demonstrates very similar responses to those found among librarians, with 28% looking forward to retirement to a "great extent." And again, there is not a great deal of sector variation in responses to this question. Still, as is the case for librarians, government and school paraprofessionals are the most likely to report that they are looking forward to their retirement to any extent (93% and 91%, respectively, indicating to "a great" or "some" extent).

Table E.12   **Extent Senior Paraprofessional Staff[1] Looking Forward to Retirement by Library Sector**
(Individual Survey; n=666)

Library Sector[2]	Percent Looking Forward to Retirement		
	To a Great Extent	To Some Extent	To No Extent
TOTAL SAMPLE	**28**	**58**	**14**
TOTAL ACADEMIC	**29**	**57**	**14**
CARL	28	59	13
Other Academic	33	53	14
TOTAL PUBLIC	**28**	**56**	**16**
CULC	28	60	12
Other Public	29	46	25
TOTAL SPECIAL	**26**	**61**	**13**
Government	27	66	7
Non-Profit	18	55	27
TOTAL SCHOOL	**27**	**64**	**9**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Senior Paraprofessionals are defined as those who are currently 50 years of age and older.

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Two-thirds of senior paraprofessional staff would both consider delaying their retirement or accepting an early retirement package (Table E.13). The conditions that would make these individuals consider delaying their retirement are very similar to those found among professional librarians. For example, 7 in 10 cited the need for money. Similarly, when the 68% of senior paraprofessionals were asked why they would accept an early retirement package the most predominant response was so they could pursue other interests (52%), followed by an adequate financial package (22%).

Table E.13 **Percentage of Senior Paraprofessional Staff[1] Who Would Consider Delaying Retirement or Accepting Early Retirement Package by Library Sector**

(Individual Survey; n=676)

Library Sector	Percent[2]	
	Consider Delaying Retirement	Accept Early Retirement Package
TOTAL	**69**	**68**
TOTAL ACADEMIC	**71**	**69**
CARL	70	69
Other Academic	72	70
TOTAL PUBLIC	**63**	**66**
CULC	59	65
Other Public	74	67
TOTAL SPECIAL[3]	**70**	**72**
Government	64	75
SCHOOL	**72**	**67**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Senior Paraprofessionals are defined as those who are currently 50 years of age and older.

[2] Excludes respondents reporting "Don't know" (31%).

[3] Non-Profit and For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

E.6   Replacing Retiring Professional Librarians

The quantitative estimation of retirements presented in Section E.4 is an important component of the human resource picture facing the Canadian libraries in the future. It does not, however, say anything about the qualitative aspects of human resource loss that might occur when librarians retire. Presumably, a good portion of retiring librarians are creating more than just empty positions, but they are also creating a vacancy in important knowledge, skills, and experience that individual libraries must replace. A series of responses from the institutional survey speaks precisely to this aspect of retirements, focusing on the ability to replace the lost skills, knowledge, and leadership qualities from departing senior librarians.

To what extent are Canadian libraries planning for the succession of their departing senior staff and to what extent do they anticipate having difficulties replacing critical competencies? By identifying the experiences of libraries in replacing core competencies, and by revealing if libraries are proactively planning for succession, this section portrays the current state of the library sector's readiness to embrace the future retirement scenario.

Table E.14 presents the percentage of libraries experiencing difficulties replacing the skills/knowledge and leadership qualities lost by departing senior professional librarians; it also shows libraries that estimate an inadequate current pool of candidates eligible to replace these lost competencies in the future. Hence, the first and third columns represent historical difficulties experienced by libraries, and the second and fourth columns future difficulties.

Libraries experienced greater difficulties replacing the leadership qualities lost when librarians retired than they did replacing their technical skills and knowledge. Anticipated future concern is also greater for leadership replacement than for skills and knowledge.

Two major points can be made from the results presented in Table E.14. First, as a whole, libraries not only experienced greater difficulties replacing leadership qualities than skills and knowledge lost from departing senior librarians, but they are also more concerned about the inadequacy of their current pool of internal candidates in replacing leadership qualities than they are about replacing technical skills and knowledge.

Second, special libraries are significantly more likely than the other sectors to report that their current pool of internal candidates is inadequate to replace either the skills and knowledge or the leadership competencies lost when senior librarians leave their organizations. In contrast, CARL and CULC institutions appear to be the most optimistic about their future ability to replace these qualities with their current pool.

Table E.14 **Past and Future Ability to Replace Skills/Knowledge and Leadership Qualities Lost from Departing Senior Librarians[1] by Library Sector**
(Institutional Survey; n=245)

| | Percent | | | |
| | Skills/Knowledge | | Leadership Qualities | |
Library Sector[2]	Experienced Difficulty Replacing[3]	Current Pool Inadequate to Replace[4]	Experienced Difficulty Replacing[3]	Current Pool Inadequate to Replace[4]
TOTAL SAMPLE	**28**	**40**	**36**	**46**
TOTAL ACADEMIC	**29**	**32**	**29**	**41**
CARL	31	23	31	35
Other Academic	28	36	27	44
TOTAL PUBLIC	**30**	**33**	**42**	**42**
CULC	35	19	46	35
Other Public	29	37	40	44
TOTAL SPECIAL	**21**	**62**	**38**	**59**
Government	18	61	36	57
Non-Profit	26	59	47	58

Source: 8Rs Canadian Library Institutional Survey

[1] Senior Librarians are defined as those who are currently 50 years of age and older.

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

[3] Based on "yes" responses to the question: "Have you had any difficulties replacing the skills and knowledge and leadership qualities lost by departing senior professional librarians?"

[4] Based on responses of "1" and "2" on a ▨ent pool of
internal suitable candidates that could replace the skills and knowledge and leadership qualities lost by departing senior librarians?"

Tables E.15a and E.15b illustrate the significance of the most important barriers to replacing the competencies lost through departing senior librarians by library sector. Institutions report similar barriers to replacing lost competencies from retirements as they report barriers to recruitment (Tables D.3a and D.3b). Overall, at least half of Canadian libraries face any number of barriers when trying to replace competencies of senior staff.

However, within individual sectors, libraries demonstrate some interesting variations in the specific barriers they face. For example, almost three-quarters of public libraries say they have an inadequate pool of interested candidates, indicating issues with respect to attracting applicants to this sector. Approximately 70% of public libraries report an inadequate pool of qualified candidates, inadequate internal leadership/management training, or not having a succession plan as barriers, and 66% indicated that the inability to fast-track strong candidates were barriers to the replacement of the competencies held by departing senior librarians. Further, CULC libraries tend to encounter barriers with their current or potential staff, rather than institutional barriers (with the exception of their inability to fast-track strong candidates). Of all sectoral libraries, CARL institutions were least like to report an item as a barrier. These replacement patterns among CARL and CULC libraries are similar to those found for recruitment. Hence, CULC libraries tend to experience greater problems than do CARL libraries in filling their human resource needs, both from outside their organizations as well as from within their current professional librarian workforce.

Table E.15a — Barriers to Replacing Competencies Lost by Retiring Librarians by Library Sector[1]

(Institutional Survey; n=226)

	Percent						
Library Sector	Inadequate Pool of Qualified Candidates	Inadequate Pool of Interested Candidates	Inadequate Leadership Training by MLIS Programs	Inadequate Leadership/ Mngmnt. Training by Organization	No Identification of Leadership Potential When Hiring	Budget Restraints	Inadequate Pay
TOTAL	**66**	**65**	**53**	**66**	**56**	**68**	**58**
TOTAL ACADEMIC	**62**	**60**	**53**	**63**	**51**	**65**	**39**
CARL	58	54	58	60	39	54	23
Other Academic	65	63	50	65	58	71	48
TOTAL PUBLIC	**70**	**73**	**55**	**71**	**56**	**69**	**73**
CULC	73	73	58	69	58	46	54
Other Public	69	73	54	71	56	78	80
TOTAL SPECIAL[2]	**66**	**57**	**51**	**61**	**61**	**71**	**55**
Government	52	44	50	60	68	71	52
Non-Profit	79	67	50	67	63	71	58

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on responses"3," "4," and "5" on a 5-point scale, with "1" meaning "not at all" and "5" meaning "to a great extent", to the question: "To what extent do the following issues prevent your organization from replacing the competencies lost by departing senior professional librarians?"

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Table E.15b — Barriers to Replacing Competencies Lost by Retiring Librarians by Library Sector[1]

(Institutional Survey, n=223)

	Percent					
Library Sector	Inability to Fast Track Strong Candidates	Elimination of Middle-Level Positions	No Succession Plan	Hiring Freeze / Limitation	Small Size of Library	Geographical Location of Library
TOTAL	**60**	**53**	**66**	**50**	**53**	**52**
TOTAL ACADEMIC	**55**	**54**	**61**	**46**	**45**	**46**
CARL	58	50	58	31	15	31
Other Academic	53	56	63	54	60	54
TOTAL PUBLIC	**66**	**51**	**70**	**45**	**56**	**63**
CULC	77	42	58	31	19	42
Other Public	62	54	74	50	69	70
TOTAL SPECIAL[2]	**55**	**55**	**67**	**66**	**60**	**44**
Government	56	50	64	58	56	44
Non-Profit	67	64	72	67	64	44

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on responses "3," "4," and "5" on a 5-point scale with "1" meaning "not at all" and "5" meaning "to a great extent", to the question: "To what extent do the following issues prevent your organization from replacing the competencies lost by departing senior professional librarians?"

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

The last survey results presented in this section on retirement are responses to the question asking institutions whether or not they have a succession planning strategy in place for professional librarians. Figure E.2 shows that

less than one in ten Canadian libraries currently has a plan to make provisions for the development and replacement of professional librarians over a period of time and to ensure leadership continuity, with CULC libraries the most likely to have such a plan (31%).[28]

Only 1 in 10 libraries currently has a succession plan in place. This fact is one of the major contributors to experiencing difficulty replacing competencies that are lost when senior librarians retire.

These findings indicate one of three possible interpretations about libraries and their current readiness to embrace future retirements. Canadian libraries are not implementing succession planning strategies, either because they do not perceive the need to do so, because they are overlooking the importance of preparing for retirements, or because they do not have the resources or know-how to do so. In perhaps only a minority of situations is the former explanation valid (e.g., in some small non-profit libraries). Rather, given the 11% retirement rate in the past 5 years and the predicted 39% retirement rate over the next 5 years, the need to prepare for these retirements is clear.

The low number of organizations with succession plans also suggests that libraries are not, by and large, viewing succession planning in the broader context that is warranted with the results from this study. Insofar as succession planning entails the recruitment, development, and replacement of all staff and at all levels (in other words the entire matrix of the human resource cycle), it is clear that Canadian libraries need to make it more of a priority to proactively plan for their long-term human resource needs. This conclusion is especially applicable to CARL libraries, which have the highest labour force needs and the highest recruitment and retirement rates.

Figure E.2   Organizations with Succession Plan by Library Sector
(Institutional Survey; n=276)
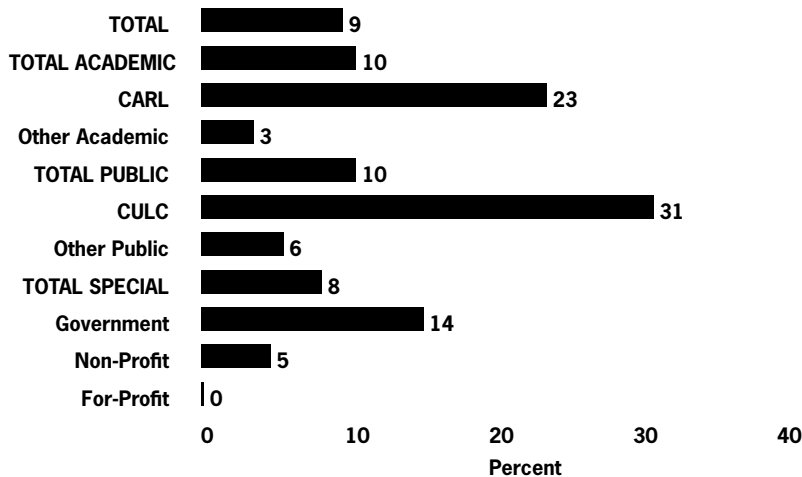
Source: 8Rs Canadian Library Human Resource Institutional Survey

---

[28] The 9% of libraries with a succession plan were also asked about the adequacy of the plan and if the plan was long-term. The majority (64%) felt that their succession planning strategy was adequate, and 82% reported having a succession plan that covers at least the next 5 years.

E.7   Strategic Human Resource Planning Implications

- Age and rate of retirement of the librarian workforce is an exceedingly complex planning issue for libraries.

  - It is influenced at the macro level by a federally regulated pension plan and age-based social benefits with the issue of mandatory retirement still an outstanding question in many jurisdictions.

  - It is vulnerable to local institutional policies that promote or delay retirements. HR planners would be advised to be very aware of age demographics and years of service of library staff. Most staff contribute to local pension schemes where entitlements are normally based upon an age/service factor for "full" pension. Attainment of this factor will also undoubtedly influence individual decisions to retire.

  - It is very much a matter of individual choice; many retirement decisions could be based upon personal factors that are not predictable in planning. The 8Rs survey data suggest a number of critical factors that lead to great uncertainty for library organizations.

  - Individuals' predictions of retirement age seem to indicate that anticipated age of retirement is increasing, rather than decreasing, and that most individuals will be influenced by monetary variables, such as performance of investments and pension funds, which are very dynamic as well as differentially valued by individuals. This is substantiated by a recent poll of the Canadian labour force showing that the average age of retirement is trending upwards (Canadian Labour Congress, 2004).

  - Most senior librarians (those who would be nearing retirement age) do not feel strongly either way about their age of retirement.

  - Paraprofessional retirement rates will not be quite as high as librarian retirement rates but will be happening within the same timeframe, thus compounding the number and impact of retirements that library organizations are dealing with.

- Libraries should develop and support communication and planning processes that allow individuals to discuss their retirement planning and its attendant impact upon the library organization as openly as they feel able to do so. This is especially critical in instances where retirement is no longer mandatory at age 65.

- Currently, only 10% of libraries have a succession plan. Knowing that the bulk of most institutions' retirements (librarians and paraprofessionals) will take place from 2009-2014, organizations should consider undertaking a 10-year succession management process for human resources designed to anticipate and focus effort upon managing the effects of retirement. Succession planning and management will be complex for many library organizations. Libraries must develop the "know how" and commit the resources to do continuous planning and management. Some of the key considerations could include:

  - required competencies within libraries and within the individual institution (for both professional and paraprofessional positions);

  - potential for restructuring positions to fulfill institutional needs and employing new competencies, for both professional and paraprofessional positions;

  - recruitment incentives and marketing (both to the institution, and to library work in general) in light of the implied increased competition that will occur throughout the library community as a result of retirements. This becomes more urgent for institutions such as CULC libraries, who have stated that they face greater problems filling human resource needs both from within and beyond their current workforce pool.

- Library associations will be wise to think in similar terms, as retirements will impact membership and the resultant change in demographics will undoubtedly reflect different expectations of the role of associations.

- Retirees take with them knowledge and skills that have been acquired through years of experience. Libraries will have to judge how critical this loss will be and how to ameliorate the effects. Succession planning will have to consider graduated retirement plans, mentorship programs, internships and other schemes that allow transfer of essential knowledge and skills.

- Grooming efforts for leadership/management should be taking place at all levels of the library organization, including new entrants (both professionals and paraprofessionals). Again, library associations must think in similar terms.

- Some sectors in particular (CARL libraries, school libraries) are predicted to experience retirement rates above the norm. This must be communicated to decision-makers and funders as it will place a large burden upon organizations to respond strategically, whether through recruitment or restructuring.

Staff Retention: Inter- and Intra-organizational Mobility

F.1   Introduction

It is well known that librarians, particularly in academic libraries, tend to stay at the same workplace for many years, and sometimes for their entire careers. This longevity is of benefit to libraries since it provides greater human resource predictability, both qualitatively and quantitatively. Low turnover rates are, for example, of minimal influence on the numerical demand-supply model. But a degree of turnover is also healthy, particularly in environments typified by innovation and change. As we will see, limited turnover also prohibits opportunities for promotion. The challenge for human resource managers is to establish a balance between staff stability and turnover, insofar as they are able.

Whether or not librarians stay at or leave their place of employment can also tell us something about their level of job satisfaction. That librarians are often noticed to stay in their positions long-term has been found to be based on satisfaction with particular areas of library service. Findings from Millard's (2003) survey of academic librarians who had remained at a single institution for fifteen years or more also suggest that commitment to librarianship as a career is a primary motivator for retention.

Yet, the high proportion of women in the library workforce means that family responsibilities may have traditionally precluded them from changing jobs and inhibited their ability to capitalize on opportunities for career advancement elsewhere in the sector (Montgomery, 2002). Moreover, as noted by British researchers Usherwood, et al. (2001), staff retention can also occur by default because workers feel they do not have transferable skills, or that few opportunities exist for them outside their current jobs.

The Association of Research Libraries' Ad Hoc Task Force on Recruitment and Retention Issues (2002) findings indicate that within academic libraries, retention motivators differ throughout the course of an individual's career. Newer professionals may be more influenced by salary, job duties, professional development, and mentoring or by gaining additional credentials. While mid-career and senior professionals and managers are also motivated by salary, they are also more likely to stay at their current library because of contextual or broader issues such as the work environment, relationships with colleagues, reputation of the library, and geographic location.

We address retention issues in this section of the report by examining organizational tenure rates and respondents' explanations for why they stay at their current organization and why they have left their prior organization. The section concludes with an analysis of the match between the career interests and aspirations of professional librarians and the promotional opportunities provided within their libraries insofar as these factors are linked to

job satisfaction and ultimately, retention. Since we only have results for paraprofessional staff from the individual survey on these topics, they are presented in Appendix Table F.1 with no further comment.

F.2 Departure and Tenure Rates

Table F.1 displays the percentage of organizations that have had librarians leave in the year prior to the institutional survey (2002) and a breakdown of the proportion that voluntarily departed or involuntarily left. In total, only 25% of libraries in the sample had at least one librarian leave in the past year, not including those who retired. Just under three-quarters (73%) left voluntarily and 27% left involuntarily.

One in every five libraries experienced a librarian departure in 2002 (excluding retirements): 73% left voluntarily and 27% left involuntarily.

In terms of sector differences, CARL and CULC libraries were much more likely to have a librarian leave (58% and 88%, respectively), with the greatest proportion departing on a voluntary basis (77% and 76%, respectively). The departure rates among the other academic and public sectors are much smaller, as are the proportion leaving on a voluntary basis. In contrast, the few departures in special libraries were primarily voluntary. The higher-than-average involuntary departures in non-CARL academic libraries of 42% and in non-CULC public libraries of 36% may reflect organizational downsizing in these sub-sectors in 2002.

Table F.1 Departing Professional Librarians in 2002[1] by Library Sector
(Institutional Survey; n=288)

	Percent		
		Departure Circumstances	
Library Sector	% Orgs. w/ Departing Librarians in 2002	Percent Departures Voluntary	Percent Departures Involuntary[2]
TOTAL SAMPLE	**25**	**73**	**27**
TOTAL ACADEMIC	**30**	**72**	**28**
CARL	58	77	23
Other Academic	17	58	42
TOTAL PUBLIC	**32**	**73**	**27**
CULC	88	76	24
Other Public	17	64	36
TOTAL SPECIAL[3]	**11**	**82**	**18**
Government	14	83	17
Non-Profit	11	88	12

Source: 8Rs Canadian Library Institutional Human Resource Survey

[1] Includes professional librarians leaving the organization in the past year (between January 1, 2002 and December 31, 2002), excluding retirements.

[2] Involuntary departures may include dismissals or relocations to other institutions within the same larger organizational structure (e.g., secondments within government).

[3] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Figure F.1 further demonstrates that inter-organizational librarian mobility is limited. More than three-quarters of senior librarians have worked at the same organization for at least 11 years. CARL and CULC librarians are especially likely to work for long periods in the same library (83%), while organizational longevity is not quite as apparent among non-profit senior librarians (56%). Results from another question show that 17% of these same senior librarians have never worked at a library other than the one they are in currently (results not shown in table).

CANADIAN LIBRARY HUMAN RESOURCE STUDY ::Rs

Figure F.1   **Percentage of Senior Librarians[1] Working at Current Library for More than 10 Years**
(Individual Survey; n=1,110)

Category	Percent
TOTAL	77
ACADEMIC LIBRARIES	78
CARL	83
Other Academic	68
PUBLIC LIBRARIES	80
CULC	83
Other Public	72
SPECIAL LIBRARIES	67
Government	70
Non-Profit	56
For-Profit	76
SCHOOL LIBRARIES	76
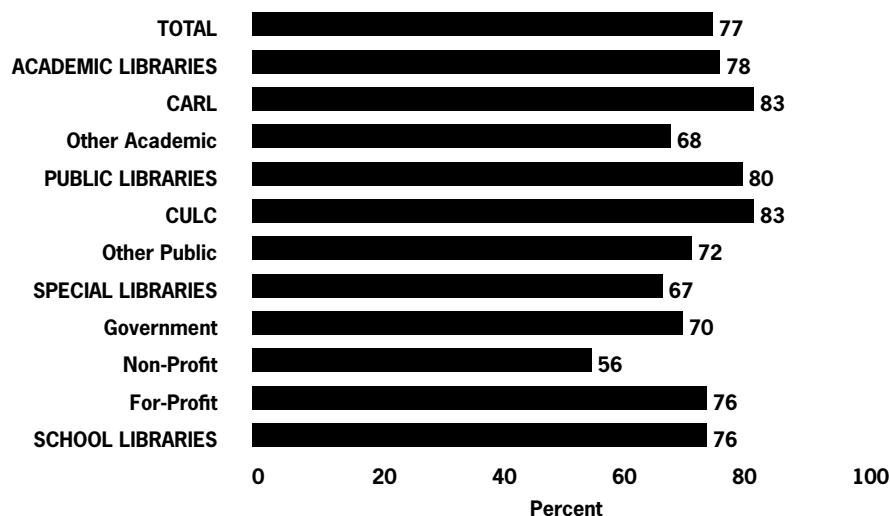
Source: 8Rs Canadian Library Individual Human Resource Survey

[1] Senior Librarians are defined as those who have worked as a professional librarian for more than 15 years.

The greater organizational longevity of CARL and CULC senior librarians is an interesting finding given the greater-than-average number of departures that occurred in 2002 in these two sectors. These combined findings likely reflect the much bigger librarian staff employed by CARL and CULC libraries.

Overall, the career longevity of library staff suggests that turnover rates are not particularly high. In fact, when library administrators were asked if they were concerned about turnover rates, only 2 in 10 responded in the affirmative (with little variation between sectors).

F.3   Inter-Organizational Mobility Interests

As mentioned in the introduction to this section, the organizational longevity of librarians might be a function of limited alternatives. The results presented in Table F.2, however, do not strongly support this explanation, since many librarians appear to stay out of choice. Four in ten new entrants, 47% of mid-career librarians, and 70% of senior librarians indicated that they would be "very happy to spend the rest of my career at this organization."

These results speak positively to the levels of job satisfaction among most librarians. Interestingly, CARL librarians at all three stages of their careers were the most likely to agree with this statement.

The organizational longevity of librarians is an historical pattern that will likely continue into the future insofar as the current high quality work environment is also maintained.

Table F.2   **Percentage of Librarians Interested in Spending Remainder of Career at Current Organization[1] by Career Stage[2] and Library Sector[3]**
(Individual Survey; n=1,882)

Library Sector	Percent		
	Recent Entrants	**Mid-Career**	**Senior**
TOTAL	**40**	**47**	**70**
TOTAL ACADEMIC	**49**	**48**	**75**
CARL	55	56	77
Other Academic	37	35	69
TOTAL PUBLIC	**39**	**48**	**68**
CULC	45	49	68
Other Public	29	46	69
TOTAL SPECIAL	**30**	**45**	**60**
Government	28	47	58
Non-Profit	32	49	56
For-Profit	–	–	75
SCHOOL	**--**	**--**	**84**

Source: 8Rs Canadian Library Individual Human Resource Survey

[1] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "I would be very happy to spend the rest of my career at this organization."

[2] Recent Professional Librarian Entrants are individuals who have been working as a professional librarian for less than 6 years, Mid-Career Professional Librarians have been working as a librarian for 6 to 15 years, and Senior Librarians have been working as a librarian for more than 15 years.

[3] Separate sub-sector results are not presented when there are fewer than 15 cases reporting.

Eighty-three percent of librarians had worked in at least one library prior to their current workplace (results not shown in table or figure). This group was further asked to indicate why they left their last place of employment. Just over half (52%) indicated that they left for personal reasons: 60% because they found a better job elsewhere, 43% because they were dissatisfied with their current job, and 20% because they had been laid off or their contract had ended.

But since we have found that most librarians tend to stay at their current organization for long periods, it is perhaps more fruitful to examine their explanations for why they stay. Tables F.3a, F.3b , and F.3c provide the personal, "pull," and job market reasons, respectively, for librarians staying at their current library.

A quick glance at all three tables reveals that "pull" factors, such as liking their job, workplace, and co-workers, are the most compelling reasons why professional librarians stay at their workplace. Personal reasons, such as having a spouse who works in the same geographical area, wanting to stay in the community, and having friends or family who need the respondent's attention were the second most likely reasons for staying. Job market reasons such as the unavailability of other jobs and not having time to look for another job were viewed as reasons for staying at their current workplace by a much smaller proportion of librarians.

As we would expect, job satisfaction (i.e., liking one's job and workplace) is a strong retention motivator, and as Montgomery (2002) concluded, family and friend considerations are motivators for a large minority of librarians. Unlike Usherwood et al.'s (2001) findings, however, we do not have strong support for their conclusion that retention is a function of lack of opportunities elsewhere.

Specifically, Table F.3a shows that 85% of librarians remain at their current workplace simply because they like the job, 79% because they like the workplace, and 84% because they like the people they work with. While employer loyalty is a motivating factor for only 56% of librarians, loyalty to patrons is somewhat stronger at 64%. With one exception (school librarians), there are few sector differences in "pull" reasons for staying.

Table F.3a **"Pull" Reasons for Staying at Current Job[1] by Library Sector**
(Individual Survey; n=2,041)

	Percent				
Library Sector	Like Job	Like Workplace	Like Co-Workers	Loyalty to Employer	Loyalty to Library Patrons
TOTAL SAMPLE	**85**	**79**	**84**	**56**	**64**
TOTAL ACADEMIC	**87**	**79**	**82**	**54**	**62**
CARL	86	79	83	56	63
Academic	88	80	80	51	60
TOTAL PUBLIC	**84**	**77**	**85**	**56**	**65**
CULC	83	76	85	56	66
Public	86	81	86	57	63
TOTAL SPECIAL	**86**	**79**	**82**	**57**	**66**
Government	87	79	81	51	61
Non-Profit	84	81	83	65	75
For-Profit	83	79	85	65	67
TOTAL SCHOOL	**94**	**88**	**94**	**50**	**67**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on responses "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the question: "To what extent do you agree/disagree with the following statements about why you remain at your current organization?"

Moving onto Table F.3b, between one-third and one-half of respondents agreed that specific personal reasons motivate them to stay at their current jobs. The most prevalent motivator (51%) among the personal reasons is having a spouse or significant other that works in the same geographic area.

Table F.3b **Personal Reasons for Staying at Current Job[1] by Library Sector**
(Individual Survey; n=2,041)

	Percent			
Library Sector	Spouse Works Here	Children/ Friendship Reasons	Want to Stay in Community	Family/Friends Need Me
TOTAL SAMPLE	**51**	**35**	**48**	**36**
TOTAL ACADEMIC	**47**	**32**	**44**	**34**
CARL	46	29	44	34
Academic	48	37	43	35
TOTAL PUBLIC	**53**	**41**	**53**	**38**
CULC	53	43	56	40
Public	52	35	48	33
TOTAL SPECIAL	**53**	**28**	**47**	**37**
Government	52	28	47	38
Non-Profit	53	30	52	38
For-Profit	60	25	44	34
TOTAL SCHOOL	**52**	**30**	**35**	**36**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on "4" and "5" responses on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the question: "To what extent do you agree/disagree with the following statements about why you remain at your current organization?"

Table F.3c   **Job Market Reasons for Staying at Current Job[1] by Library Sector**
(Individual Survey; n=2,041)

Library Sector	Percent				
	No other jobs available	Could not get other job at current salary	No success finding other job	No time to look for other job	Need experience at current job before applying elsewhere
TOTAL SAMPLE	**21**	**42**	**11**	**15**	**22**
TOTAL ACADEMIC	**19**	**45**	**9**	**12**	**17**
CARL	17	44	8	13	19
Academic	21	47	12	11	14
TOTAL PUBLIC	**22**	**38**	**11**	**15**	**26**
CULC	22	39	11	15	27
Public	24	35	11	15	23
TOTAL SPECIAL	**25**	**45**	**15**	**18**	**25**
Government	26	50	12	19	24
Non-Profit	26	37	22	19	26
For-Profit	20	48	8	10	21
TOTAL SCHOOL	**18**	**43**	**6**	**14**	**9**

[1] Based on "4" and "5" responses on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the question: "To what extent do you agree/disagree with the following statements about why you remain at your current organization?"

The small proportion of librarians indicating job market reasons for staying displayed in Figure F.3c suggest that the vast majority of librarians do not feel that a lack of alternatives results in the default decision to stay. In other words, the findings suggest that the librarian labour market is sufficiently open for those already working in the system. Furthermore, that four in ten librarians reported they could not easily get another job at their current salary or benefits indicates that many librarians feel their salaries are above average. This interpretation is interesting given the very adequate salaries that were reported in the survey across sectors (See Table I.6a). Nonetheless, the pattern of sector variance in response to this question very closely follows the sector variation in median incomes. For example, academic librarians, who earn the highest median salaries, are among those most likely to agree that they stay in their library because they couldn't get another job at the same salary.

The findings presented in this section indicate that many librarians have worked at the same organization for long periods and many also appear to be interested in remaining at the same organization for the duration of their careers, simply because they enjoy the work and environment. In contrast to prior research, librarians' interest in continuing to work at the same library does not occur by default, stemming from a lack of alternate workplace choices or interests. The results, in fact, provide strong evidence that the Canadian librarian workforce is content and for the most part satisfied with their current employment situations.

F.4   Intra-Organizational Mobility: The Match between Career Aspirations and Promotional Opportunities

Though we do not find particularly high levels of turnover resulting from job dissatisfaction or limited alternative workplace options, the ability of librarians to move within an organization is worth examining, since it can influence not only whether they stay in their organization but often enhances performance and serves as an achievement motivator. Not having opportunities for mobility, however, can stifle performance, and in extreme cases result in work apathy or resignation. A lack of promotional opportunities might also prohibit an organization's ability to provide librarians with opportunities to gain leadership skills which, as the data from this study demonstrate, is an increasingly important but difficult to fulfill competency.

Of course, the provision of promotional opportunities are only beneficial if library staff are interested in taking up these offers to advance their careers. An overall aim of this section, therefore, is to assess the match between the career aspirations of library staff and the promotional opportunities provided by libraries.

Table F.4 presents the proportion of professional librarians agreeing with the statement "I am interested in moving into a more responsible position." The results are presented by career stage and career level for three broad library sectors (see Table C.6 for a breakdown of library staff by career stage).

The data reveal that the majority of recent entrants (57%), half of mid-career librarians (50%), and just over one-third (36%) of senior librarians are interested in moving into a more responsible position than they are in currently. That career interests decrease as career stage and career level increase is understandable. It is a bit puzzling that four in ten new librarians working in non-management positions, who presumably have another 10 to 20 years in their careers, are not interested in a more responsible position (which, for current non-management likely means "management"); however, it should be understood that these results represent the immediate career interests of respondents. As we will see in Table F.5, the longer-term career aspirations of new librarians are much more in line with the managerial needs of libraries.

Table F.4   **Career Interests of Professional Librarians by Career Stage[1], Career Level, and Broad Library Sector[2]**
(Individual Survey; n=1,857)

| Career Stage and Level | Percent Interested in Moving into More Responsible Position[3] | | | |
| | Total | Sector | | |
		Academic	Public	Special
New Librarian Entrants:	**57**	**53**	**60**	**60**
Non-Management	60	54	64	70
Supervisor / Middle Management	57	–	58	55
Senior Administrator	37	–	–	–
Mid-Career Librarians:	**50**	**42**	**58**	**51**
Non-Management	53	44	60	58
Supervisor / Middle Management	50	41	58	47
Senior Administrator	42	40	44	47
Senior Librarians:	**36**	**32**	**21**	**32**
Non-Management	37	31	43	43
Supervisor / Middle Management	34	28	20	18
Senior Administrator	39	40	37	39

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Recent Professional Librarian Entrants are individuals who have been working as a professional librarian for less than 6 years, Mid-Career Professional Librarians have been working as a librarian for 6 to 15 years, and Senior Librarians have been working as a librarian for more than 15 years.

[2] Results are not presented by sub-sector because of insufficient cases reporting; results for school librarians are not presented at all for the same reason but are included in calculations of the totals.

[3] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "I am interested in moving into a position with more responsibility."

Sector differences in Table F.4 indicate that academic librarians tend to be less interested in furthering their careers by assuming more responsibility. All career levels of new, mid-career, and non-management senior librarians in academic libraries are the least interested in furthering their careers (when compared to their career-stage and career-level equivalents in other sectors).[29] Given that academic libraries indicate a high need for their staff to perform management roles (See Table K.3), the results for academic libraries signal a potential problem in terms of the grooming of new entrants and mid-career librarians for senior-level management positions, as the latter are vacated through retirements.

Also of note in Table F.4 are the much stronger career aspirations of new librarian entrants in non-management positions who are working in special libraries (70%). At this point, we can only speculate on possible reasons for this finding. One explanation that can be eliminated is that the promotional opportunities within special libraries are much better at the entry level than they are elsewhere. The results presented in Table F.7 do not support this possibility since the same special librarians are less likely than new entrants within other sectors to indicate that they have good promotional opportunities.

Table F.5 provides a more detailed picture of the long-term (10-year) career aspirations of non-management new professional librarian entrants. One-third (32%) indicated that they would like to continue working at the same non-managerial level as they are in currently. But half of new librarians stated that they would like to move into a supervisory or middle management position (40%) or a senior administrative position (10%). A further 18% indicated an "other" response (e.g., retirement, teaching, specialist, non-traditional library work, or non-library work).

Table F.5   **Future Career Level Aspirations[1] of Non-Management Recent Professional Librarian Entrants[2] by Library Sector[3]**
(Individual Survey; n=224)

Library Sector	Percent			
	Continue Working in Non-management	Supervisor/ Middle Management	Senior Administrator	Other[4]
TOTAL	**32**	**40**	**10**	**18**
TOTAL ACADEMIC	**30**	**40**	**14**	**16**
CARL	26	41	16	17
Other Academic	42	37	11	11
TOTAL PUBLIC	**27**	**51**	**9**	**13**
CULC	26	54	8	13
Other Public	31	44	13	13
TOTAL SPECIAL	**34**	**29**	**6**	**31**
Government	50	19	6	25

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on responses to the question: "What kind of work would you like to be doing in 10 years from now?"

[2] Recent Professional Librarian Entrants are defined as individuals who have been working as a professional librarian for less than 6 years.

[3] Results for For-Profit, Non-Profit, and for School librarians are not presented separately because of insufficient cases reporting; however, they are included in the *Total Sample* results. For-Profit and Non-Profit librarian results are also shown in the *Total Special* results.

[4] Other includes retirement, teaching, specialist, non-traditional library work, and non-library work.

---

[29] One might suggest that the results reflect the fact that academic librarians were most strongly affected by a shortage of promotional opportunities offered during the 1990s as a result of hierarchical flattening and workforce downsizing that occurred at that time. In short, those working in academic libraries at that time may have lost interest in furthering their careers in response to this organizational restructuring. Since we have no evidence to suggest that academic libraries were any more likely to have restructured than other libraries and since new librarians working in academic libraries are also less likely than their public and special counterparts to express an interest in increasing their responsibility levels, however, this explanation, does not carry a great deal of validity.

The sector differences reveal an interesting story with respect to special librarians. As shown in the previous table, 70% of special librarians who have been in their careers for less than 6 years expressed an interest in taking on more responsibility in their jobs, but as shown in Table F.5 only one-third (35%) indicated that they would like to be working in a supervisor, middle management, or senior administrative position in 10 years from now. With 31% stating that they would like to be working in an "other" capacity, it is clear that the "responsibility" interest among special librarians often lies outside the parameters of management within a traditional library environment. A closer look at these respondents revealed that they are primarily interested in doing non-traditional librarian work (e.g., "something information related, but outside the library," "information brokering," "information architecture"). Though the "responsibility" interests of new librarians working in special libraries may include management positions, they also cover a more diverse set of interests outside the traditional sphere of the library.

In contrast, the future career aspirations of academic and public librarians shown in Table F.5 exactly match those reporting that they are interested in moving into a more responsible position (Table F.4). For example, 54% of academic, non-management, recent librarian entrants indicated that they would like more responsibility in their jobs and as shown in Table F.5 the exact same proportion (54%) responded that they would like to see themselves in a management position in 10 years from now. Again, however, the future career aspirations among academic librarians are less likely than public librarians to be in the realm of management (54% compared to 60% of public librarians). The results provided in Table F.6 provide at least a partial explanation for this difference.

Table F.6 captures the proportion of librarians who feel they are qualified to move into a higher position. Overall, a significant majority (69%) of all professional librarians report that, given their education, training, and experience, they are qualified to move into a higher position. The combined results from Tables F.4, F.5, and F.6 suggest that a majority of professional librarians are both interested and qualified to move into more responsible positions in management.

Table F.6   **Percentage of Librarians Self-Reporting as "Qualified" for Higher Position[1] by Career Stage[2] and Library Sector**
(Individual Survey; n=1,824)

Library Sector	Percent "Agreeing"		
	Recent Entrants	Mid-Career	Senior
TOTAL	**55**	**68**	**75**
TOTAL ACADEMIC	**49**	**63**	**73**
CARL	48	61	73
Other Academic	50	67	73
TOTAL PUBLIC	**57**	**75**	**77**
CULC	52	77	79
Other Public	65	67	73
TOTAL SPECIAL	**61**	**65**	**72**
Government	58	69	70
Non-Profit	59	58	68
For-Profit[3]	–	–	84
SCHOOL[3]	**--**	**--**	**83**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on responses of "4" and "5" on a 5-point scale with "5" meaning "strongly agree" to the statement: "Given my education, training, and experience, I am qualified to move into a higher level position."

[2] Recent Professional Librarian Entrants are individuals who have been working as a professional librarian for less than 6 years, Mid-Career Professional Librarians have been working as a librarian for 6 to 15 years, and Senior Librarians have been working as a librarian for more than 15 years.

[3] Separate career stage results are not presented when there are fewer than 15 cases reporting; however, they are included in the *Total* results.

Furthermore, the sector differences shown in Table F.6 reveal that compared to other sectors, academic librarians feel less prepared to move up the hierarchy. This finding may explain the somewhat lower career aspirations of academic librarians, since one is more likely to want to move up the ladder if one is qualified to do so. The results also suggest that the education, training, and experience demands that are required for management positions may be more intense in academic libraries than they are elsewhere. If this is so, then the training of academic library staff is of even greater importance, especially given the very high managerial needs within the academic sector. We have no data, however, to completely eliminate the possibility that academic librarians are simply less interested in working in management positions. In fact, as displayed in Table K.5, interest among academic librarians (and particularly those working in CARL institutions) in managing or supervising others is below the interest expressed by librarians in other sectors.

So far, the results presented in this section indicate that most professional librarians are interested in (and qualified to) move into more responsible, higher-level, and management positions. But does this interest match with the opportunities for promotion that are offered within libraries? Table F.7 presents the percentage of librarians agreeing that they are provided with opportunities to advance their careers. Overall, the results are fairly positive, with 65% or more "agreeing" or "strongly agreeing" that they have opportunities for advancement. Put another way, the proportion of librarians interested and qualified to move into more responsible positions is very close to the proportion indicating they have opportunities for advancement. For example, 65% of recent entrants agree that they have opportunities to advance their careers, 57% are interested in taking on more responsibilities, and 55% report that they are qualified to do so. Furthermore, even though recent entrants are slightly more interested than longer-term librarians in furthering their careers and are slightly less likely to be provided with opportunities to do so, the differences are not great, and we can still conclude overall that there is a good match between interest, qualifications, and opportunities among new librarians.

Librarians' interest in moving into more responsible positions that often entail managing match well with the perceived promotional opportunities provided in their workplaces.

Table F.7 **Librarian Perceptions of Career Advancement Opportunities[1] by Career Stage[2] and Library Sector**
(Individual Survey; n=2,001)

Library Sector	Percent "Agreeing" "Job Provides Opportunities for Career Advancement"		
	Career Stage		
	Recent Entrants	Mid-Career	Senior
TOTAL	**65**	**74**	**76**
TOTAL ACADEMIC	**68**	**79**	**82**
CARL	66	81	81
Other Academic	73	75	85
TOTAL PUBLIC	66	78	74
CULC	69	77	73
Other Public	60	80	76
TOTAL SPECIAL	**60**	**57**	**71**
Government	58	60	74
Non-Profit	63	50	67
For-Profit[3]	–	–	69
SCHOOL[3]	**--**	**--**	**65**

Source: 8Rs Canadian Library Individual Human Resource Survey

[1] Based on responses to the question: "In my job I am provided with opportunities to advance my career."

[2] Recent Professional Librarian Entrants are individuals who have been working as a professional librarian for less than 6 years, Mid-Career Professional Librarians have been working as a librarian for 6 to 15 years, and Senior Librarians have been working as a librarian for more than 15 years.

[3] Separate career stage results are not presented when there are fewer than 15 cases reporting; however, they are included in the *Total* results.

A further observation to be made from the three tables is that the lower career aspirations and qualifications of academic librarians is not a function of poorer advancement opportunities in this sector. Again, focusing on new entrants, 68% of those working in the academic sector agree they have career advancement opportunities, compared to 66% in public and 60% in special libraries. In fact, the career advancement opportunities among senior academic administrators appear to be the greatest (82% compared to 74% in public, and 71% in special libraries). The somewhat lower career advancement opportunities in special libraries, on the other hand, might explain the tendency for new librarians in this sector to be interested in working outside the traditional library realm in the future.

Though the opportunities for career advancement are fairly positive from the librarian perspective, it is interesting that a much smaller proportion (35%) of library administrators reported that they are able to offer "good" or "excellent" promotional opportunities (Table F.8). Still, the cross-sectoral trends are the same. In both surveys, promotional opportunities are the greatest in the academic sector and the lowest in the special library sector.

Library administrators were provided with a list of four possible reasons that contribute to a lack of promotional opportunities at their libraries. Table F.8 also presents the sectoral results for the most-often cited reason. Two-thirds of library administrations agreed that limited librarian turnover hampers the promotional opportunities they are able to offer their staff. Hence, these findings illustrate the negative edge of the turnover sword. The results also have implications for the finding that 20% of institutional respondents were concerned about turnover rates. Specifically, some administrators may have expressed concern over turnover rates not because they are too high, but, as the results in Table F.8 suggest, because they are too low.

Table F.8   Percentage Offering "Good" or "Excellent" Promotional Opportunities[1] and Limited Librarian Turnover as a Barrier to Promotional Opportunities[2] by Library Sector[3]
(Institutional Survey; n=274)

Library Sector	Percent	
	Able to Offer "Good" or Excellent" Promotional Opportunities	Limited Librarian Turnover Contributes to a Lack of Promotional Opportunities
TOTAL	**35**	**69**
TOTAL ACADEMIC	**48**	**68**
CARL	62	64
Other Academic	42	70
TOTAL PUBLIC	**36**	**79**
CULC	50	81
Other Public	32	78
TOTAL SPECIAL	**22**	**56**
Government	18	57
Non-Profit	29	49

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on "4" and "5" responses on a 5-point scale with "1" meaning "poor" and "5" meaning "excellent" to the question: "How would you rate the current promotional opportunities for professional librarians?"

[2] Based on "4" and "5" responses on a 5-point scale with "1" meaning "not at all" and "5" meaning "to a great extent" to the question: "To what extent do the following items contribute to a lack of promotional opportunities for professional librarians in your organization?"

[3] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

While high turnover rates are not a concern, limited librarian turnover is a major barrier to offering promotional opportunities.

The results also have important implications for the degree of concern that should be directed to retirements, insofar as retiring librarians create opportunities for advancement among remaining staff. This does not mean that organizations should neglect to develop strategies to replace the competencies and corporate "memories" lost by retirements. But it does put a different spin on retirements; rather than being viewed strictly as a human resource loss problem, retirements might be viewed as an opportunity to create a more flowing and dynamic human resource environment. This opportunity can only be exploited, however, if accompanied by appropriate training, development and mentorship.

It should also be noted that public libraries were most likely (79%) to view limited turnover as a contributor to a lack of promotional opportunities. Though limited turnover was not found to be a major barrier to promotional opportunities for special libraries, budgetary restrictions were cited by 60% of special library administrators as the major reason for limited librarian turnover (results not shown in table).

In summary, the findings in this section on inter- and intra-organizational mobility and retention highlight some important interrelated human resource issues that are affecting all sectors of libraries, albeit to varying degrees. High turnover rates do not appear to be a concern, although limited librarian turnover clearly serves as an impediment to upward mobility for librarians. Since Canadian libraries appear to be benefiting from having the loyalty of a long-term and fairly content workforce, increasing turnover rates just to provide more promotional opportunities is not a recommendation borne out by the data. Rather, the existing promotional opportunities match fairly well with the current career interests of the librarian workforce. Though we take a closer look at the match between the specific competency needs of libraries with the competencies held by librarians in Section K, these results suggest that the parameters exist for the mobility of many librarians into more responsible management positions.

These conclusions, while perhaps most accurately capturing the situation for the public library sector, do not apply equally to all sectors. Specifically, if the lower levels of perceived preparedness to move into more responsible positions explains the finding that academic librarians hold somewhat lower career aspirations, the conditions required for the upward mobility of librarians is a matter that warrants further attention in this sector. The findings elsewhere in this report that academic libraries are especially in need of management and leadership functions also imply that a more rigorous management and leadership grooming initiative be part of the academic sector human resource agenda. But since many academic librarians are, for whatever reason, simply not interested in working in more responsible positions, escalating management and leadership grooming initiatives may not help bridge the gap between the needs of the organization and the interests of staff. Perhaps academic libraries could benefit from educating their staff, and particularly new entrants, about the high probability that they will be expected to perform a managerial role at some point in their careers.

Special libraries present an altogether different scenario with respect to the match (or mismatch) between the organizational needs and staff career aspirations. Though relatively few special librarians experienced a librarian departure in 2002, there is evidence that this group of librarians is looking outside their sector, and indeed outside traditional library environments altogether for career opportunities. The data suggest that this interest is in part driven by the somewhat lower promotional opportunities provided within the sector. It is also very possible, however, that the slightly younger age profile of special librarians means they are more aware of and more interested in working in new fields of librarianship that are more directly and visibly aligned with the growing knowledge economy.

F.5   Strategic Human Resource Planning Implications

- Turnover of staff is not a problem for most libraries. Factors contributing to retention include positive work relationships and challenging work environments, loyalty to the organization and its users, support and recognition for what librarians contribute, support for professional development and growth, more-than-adequate salaries and benefits, personal ties to the community, and location and reputation of the organization.

- As libraries tend to retain staff members for large portions of their entire careers, recruitment decisions are critical. Institutions need to set selection criteria that assess potential and ability to grow with the needs of the organization. New recruits need to understand how their career aspirations "match" the needs of the institution and assess whether the organization is a good fit for them.

- Lack of turnover is not a concern except insofar as it has affected upward mobility or promotion opportunities for librarians. Libraries can encourage employee growth by providing challenging assignments and additional professional development throughout their careers. If this is not immediately possible, individuals wishing to expand their skill sets and professional competencies can also look to professional and other associations for opportunities to build skill sets while making a professional contribution.

- Conditions exist for many new librarians to move into management positions early in their careers. Most librarians are interested in and feel qualified to move into more responsible and more senior positions. Upon recruitment, individuals need to be apprised of the management needs of the organization and library organizations can support them through appropriate training, development and mentorship. Opportunities to experience and practice management tasks should be made available to new recruits so that knowledge and skill levels can be assessed early and appropriate career planning done. Library schools and library associations similarly have a role to play in ensuring that education and development opportunities are offered from first career choice and throughout the career span.

- Collective agreements and internal policies, as well as internal organizational and work structures, can impede or promote progression and professional growth. Institutions would be well-advised to examine these structures.

- Libraries must develop and support a culture where every individual is encouraged to play a leadership role in whatever position they hold. Institutions need to communicate what leadership looks like in their setting, what is expected and how it will be recognized within their organization.

Education

G.1   Introduction

Library education is a significant factor in the supply side of the human resource equation. As competency needs shift within the profession, expectations of graduates shift, and presumably, so does curricula content. The library education system may be said to be the key point of entry into library work, providing both an intellectual grounding and a socialization into the ethics and values of librarianship. Recruitment into educational programs is then, the real point of entry into the human resource equation.

As the MLIS is the typical minimum hiring requirement for professional librarians, curriculum content is obviously of concern to those making human resource decisions. Frequently, discussions within the literature focus on the relevancy of the MLIS curriculum to the needs of the workplace. While it is generally acknowledged that the MLIS provides socialization into the profession of librarianship, the management elements are perhaps less pronounced than other educational dimensions. There is, for example, an often-stated need by practitioners for content that relates to management and leadership skills. Savard and Laplante (2001) indicate that important competencies identified by employers in all library sectors in Quebec include public services and management. While personnel management was ranked lower by school and special libraries, it rated high for all other types of libraries. Budgetary management was of greater importance within regional public library systems. Still, schools have been presenting a greater number of courses on management, marketing and entrepreneurship (Haycock and Oh, 1999). The only other area accorded lesser status historically is that of a research dimension in both the profession and the academic curriculum, although there are signs that this is beginning to change as well.

The differences between library "education" and library "training" have been under discussion for at least the past generation, with training identified as how to perform specific responsibilities or tasks, and education as a broader intellectual approach to ethics, values and principles (Canadian Association of Research Libraries, 1982). A review of much of the material available regarding MLIS and library technician programs suggests that many in the library world view the Masters level program within the definition of "education" and the library technician program within "training." The literature also indicates that this is changing to a small extent, as some "knowledge-based" course content is emerging within both types of programs. Still, knowledge-based courses in library technician programs are more limited, and do not typically include such topics as policy development, material selection, and complex information analysis (Davidson-Arnott, 1998).

While library technician programs are very much oriented towards providing students with the more concrete skills for employment, graduate MLIS programs are more focused on research and advancement of knowledge in the LIS field generally. The result for MLIS programs is the recognition of multiple stakeholders and accountabilities. In other words, the key stakeholder in graduate programs is not necessarily the employer, as MLIS programs must adhere to both professional accreditation standards and to university research and curriculum standards.

However, formal education for library work is not simply a question of what is learned within a library-specific program. As we see postings that require candidates to possess advanced technology skills, additional languages, or subject specializations, we recognize that some of the success of the library profession can be measured by those who have been attracted, and/or recruited to the field. For example, MLIS graduates traditionally tend to be older than in other fields, as do paraprofessionals, who may hold other degrees and are choosing their program as part of a career change (Robertson, 2000). While this will make for shorter careers, it can also mean that new professionals are coming to the field with tested competencies that can be transferred to the library workplace.

We know that job functions that were formerly the sole responsibility of the librarian have shifted to paraprofessional library staff (including technicians), and that a number of Canadian library directors have stated they would like to see this trend continue by employing librarians for managerial positions only (Harris and Marshall, 1998). Library technician programs have also changed their curriculum content significantly, incorporating new technologies, and broader subject areas (Robertson, 2000).

The section begins with a presentation of librarians' and paraprofessionals' educational backgrounds; however, the major focus of the analysis is an assessment of library schools and library technician programs captured in Section G.3.

G.2 Educational Background

Table G.1 provides the year range in which the professional librarians in our sample received their MLIS degree. Interestingly, despite that hiring has not been consistent over the past three decades, MLIS degree attainment is remarkably even across time. Roughly 3 in 10 librarians received their degree before 1980, three in ten in the 1980s and again, three in ten during the 1990s.

These data, on their own, suggest that over the previous 30 years or so, there have been steady injections of librarians into the Canadian library workforce. However, there are several reasons why this apparent symmetry is not likely. First, these data defy the older age profile which is not evenly distributed. Table C.10 shows that 35% of librarians are under the age of 45, 40% are ages 45-54, and 25% are 55 years old or older. We also know that hiring rates of librarians have not been stable over the previous thirty years. In other words, the graduation dates presented in Table G.1 do not reflect the lag in hiring that librarians experienced in some time periods more than others. Moreover, these figures do not include graduates who left librarianship altogether because they could not get a job.

Table G.1   Year Received MLIS Degree by Library Sector
(Individual Survey; n=1,944)

Library Sector	Year Range Received MLIS Degree			
	Pre 1980	1980-1989	1990-1999	2000-2004
TOTAL	**29**	**31**	**27**	**13**
TOTAL ACADEMIC	**29**	**32**	**26**	**13**
CARL	30	33	24	13
Other Academic	27	30	31	12
TOTAL PUBLIC	**30**	**32**	**27**	**11**
CULC	30	33	27	10
Other Public	28	31	27	14
TOTAL SPECIAL	**28**	**26**	**29**	**17**
Government	33	27	27	14
Non-Profit	17	25	38	20
For-Profit	33	31	19	17
SCHOOL	**28**	**41**	**24**	**7**

Source: 8Rs Canadian Library Human Resource Individual Survey

The librarians in the individual sample were asked to list other types of education they have, in addition to their MLIS degrees. Only 29% of all librarian respondents stated that they possessed other education (in addition to their undergraduate and MLIS degrees).

As shown in Table G.2, a second Masters degree is the most-frequently-stated credential, with academic and non-profit librarians the most likely to have this additional education (27% and 28%, respectively, compared to 19% of the total sample). Very few librarians hold either a library technician certificate/diploma (3%), or a PhD (2%), but greater proportions (11%) also have an Education degree (mostly, of course, among school librarians—59%). Overall, however, the results in Table G.2 suggest that while librarians may have worked in other careers, they appear to follow a fairly straight educational path toward librarianship.[30]

---

[30] This analysis was also done by career stage, but little difference was found in other education credentials between early entrants, mid-career, and senior librarians. However, recent entrants and mid-career librarians were slightly more likely to have other education than senior librarians, which is a logical finding in light of our increasingly credentialist society.

Table G.2 Other Education Among Librarians by Library Sector
(Individual Survey; n=2,242)

Library Sector	Percent			
	Library Tech. Cert./ Diploma	Education Degree	Other Masters Degree	PhD
TOTAL	**3**	**11**	**19**	**2**
TOTAL ACADEMIC	**3**	**12**	**26**	**3**
CARL	2	11	27	2
Other Academic	5	15	23	4
TOTAL PUBLIC	**2**	**9**	**11**	**1**
CULC	3	8	11	1
Other Public	2	10	10	<1
TOTAL SPECIAL	**4**	**9**	**18**	**1**
Government	5	11	14	1
Non-Profit	3	5	28	1
For-Profit	0	8	14	4
SCHOOL	**12**	**59**	**12**	**0**

Source: 8Rs Canadian Library Human Resource Individual Survey

Half of paraprofessionals have earned a university degree.

Paraprofessional staff were asked to provide the highest level of education they have attained (Table G.3). Most notably, half of the paraprofessionals possess a university degree (45% at the undergraduate level and 5% at the graduate level). Only 36% earned a post-secondary certificate or diploma, with seven in ten of these from a library technician program. Even fewer (14%) reported "high school diploma" as their highest level of education.

As was the case for professional librarians, the most highly-educated paraprofessionals work within school libraries (61% with an undergraduate degree and 11% with a graduate degree). Though we might expect that many of these undergraduate degrees are in education, only 26% specified that they received an education degree.

Table G.3   **Highest Level of Education Among Paraprofessional Staff by Library Sector**
(Individual Survey; n=1,884)

Library Sector	Percent			
	High School Diploma	Post-Sec. Dip./Cert.	Undergrad Degree	Graduate Degree
TOTAL	**14**	**36**	**45**	**5**
TOTAL ACADEMIC	**13**	**32**	**49**	**6**
CARL	14	26	52	8
Other Academic	10	41	45	4
TOTAL PUBLIC	**17**	**39**	**41**	**4**
CULC	14	36	46	4
Other Public	23	45	29	3
TOTAL SPECIAL	**9**	**54**	**33**	**4**
Government	11	59	27	3
Non-Profit	6	47	39	8
For-Profit	8	49	43	0
SCHOOL	**3**	**25**	**61**	**11**

Source: 8Rs Canadian Library Human Resource Individual Survey

CARL paraprofessionals are also somewhat more likely to have a university degree (52% with an undergraduate degree and 8% who earned a graduate degree). Conversely, paraprofessionals working in small public libraries were most likely to report having a high school degree as their highest level of education (23%), though they are also respectably represented in the post-secondary diploma/certificate category (45%). Overall, Table G.3 demonstrates that most paraprofessional staff are likely to have obtained some sort of post-secondary education.

Table G.4 provides more detailed information about the library technician education among paraprofessionals. Four in ten paraprofessional staff hold a library technician diploma or certificate, with most obtaining this credential in the 1990s (37%). On the whole, the time period of earning library technician credentials roughly follows their librarian counterparts (Table G.1), with two-thirds of either staff having received their accreditation between 1980 and 1999.

Table G.4   **Library Technician Certificate/Diploma Holders and Year Obtained Among Paraprofessional Staff by Library Sector**
(Individual Survey; n=1,895)

Library Sector	Lib. Tech.Cert./Dip.	Year Received Cert./Diploma			
		Pre 1980	1980-1989	1990-1999	2000-2004
TOTAL	**41**	**17**	**28**	**37**	**18**
TOTAL ACADEMIC	**39**	**24**	**23**	**39**	**14**
CARL	28	27	28	36	9
Other Academic	57	22	20	41	17
TOTAL PUBLIC	**34**	**12**	**31**	**38**	**19**
CULC	34	12	34	35	19
Other Public	34	13	25	43	18
TOTAL SPECIAL	**68**	**15**	**32**	**35**	**19**
Government	68	15	30	37	18
Non-Profit	64	18	26	39	17
For-Profit	77	7	43	23	27
SCHOOL	**37**	**18**	**22**	**33**	**37**

Source: 8Rs Canadian Library Human Resource Individual Survey

Table G.4 further indicates that library technicians are considerably more likely (68%) to be employed in special libraries. Further, library technicians in academic libraries are more likely to have received their certificate before 1980 (24% compared to 17% for the total sample), suggesting an older paraprofessional cohort in this sector. School libraries' higher-than-average tendency for hiring recent library technician graduates (37% of whom received their credential within the past 4 years) underscores the trend in these workplaces toward hiring paraprofessionals, rather than MLIS degree holders.

As they should be, the educational credentials of professional librarians are higher than those of paraprofessionals. The differences, however, are perhaps as great as we might expect, considering that half of paraprofessionals have a university degree.

G.3 Evaluation of Education

I Evaluation of Library School Programs

Our evaluation of library school programs is from the perspective of the library organization as well as of those who have recently completed their programs.

Beginning with the organizational view, Figure G.1 demonstrates that three-quarters of libraries responded positively when asked if "the education provided in MLIS programs equips graduates with the competencies required to be professional librarians in your organization." Consensus on this favourable evaluation is apparent for most library sectors, although we note the less-favourable CULC response of only 56%.

Figure G.1 Percent of Library Administrators Agreeing MLIS Programs Equip Graduates with Needed Competencies[1] by Library Sector
(Institutional Survey; n=264)
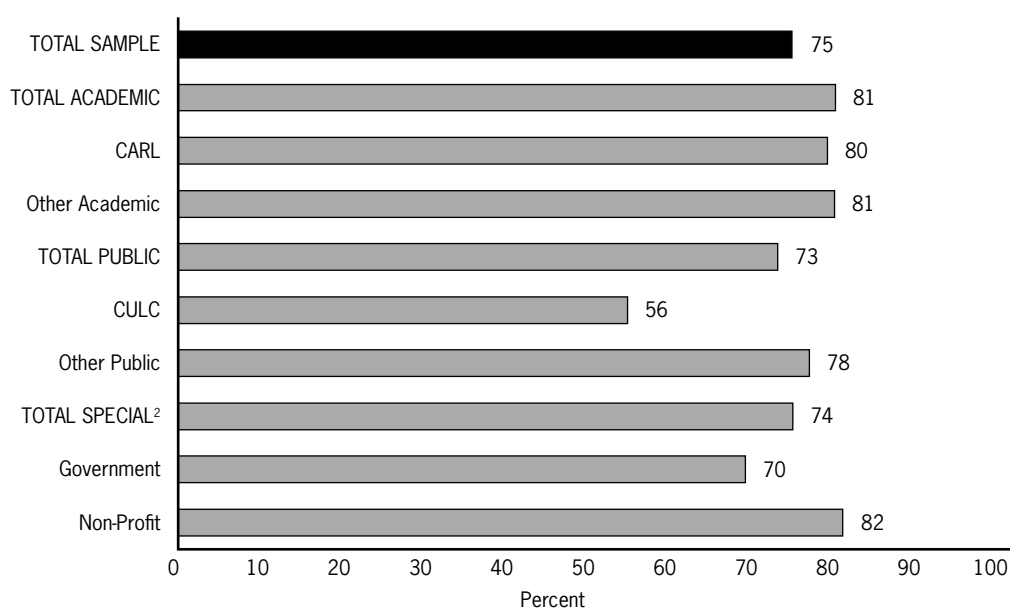
Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on "yes" responses to the question: "Do you think the education provided in MLIS programs equips graduates with the competencies required to be professional librarians at your organization?"

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Although the majority of libraries positively rated MLIS programs, the most common suggestion for improving library school education was to increase management, leadership, and business skills training.

Despite the positive assessment of MLIS programs by most respondents, there was no shortage of suggestions for how to improve MLIS education (Table G.5). The majority (58%) of suggestions revolved around management, business and leadership skill training, with particular emphasis on management. These results are very much in line with the finding that management and leadership skills were ranked as two of the most important and difficult to fulfill competencies when hiring (Table D.3). That academic and public libraries were most likely to rank both management and leadership competencies as important to have and difficult to find also parallels the results in Table G.5.

Table G.5   **Top 5 Suggestions for How to Improve Library Science Programs[1] by Library Sector[2]**

(Institutional Survey; n=181)

	Percent						
	More Management/Business/Leadership Skills Training						
Library Sector	Total	More Mngmt. Skills Training	More Business Skills Training	More Leadership Training	More Core Technical Skills Training	More Practical Experience	More Soft Skills Training
TOTAL	**58**	**37**	**31**	**14**	**38**	**21**	**20**
TOTAL ACADEMIC	**60**	**42**	**17**	**17**	**52**	**17**	**13**
CARL	61	61	6	17	44	17	17
Other Academic	59	32	24	18	56	18	12
TOTAL PUBLIC	**68**	**47**	**45**	**16**	**24**	**22**	**24**
CULC	74	42	47	37	21	37	42
Other Public	67	48	45	10	25	17	18
TOTAL SPECIAL	**40**	**16**	**24**	**8**	**44**	**22**	**20**
Government	41	18	18	14	41	23	23
Non-Profit	11	6	6	6	50	22	17

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on categorized responses to the open-ended question "How could the curriculum content of MLIS programs be improved?"

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

But there were also many suggestions provided regarding the improvement of core technical skills training including information technologies, acquisitions, research, teaching, and cataloguing (38%). Academic libraries and especially non-CARL ones, were the most likely to provide this suggestion. Again, these findings parallel the earlier reported results demonstrating technology skills as one of the most important but difficult to fulfill competencies when hiring librarians (Table D.3).

As well, two in ten (21% of libraries would like to see greater opportunities for students to be exposed to the practical aspects of being a librarian through internship programs that are targeted specifically to their sector. One in five also expressed an interest in improving library education by offering more training in soft or interpersonal skills. Again, CULC libraries were the most likely of all sectors to provide these two suggestions; 37% recommended more practical experience and 42% more training in soft skills.

The results presented in Figure G.1 and Table G.5 combine with the finding that CULC libraries were much more likely than on average to indicate that a barrier to the successful recruitment of librarians was "inadequate MLIS education" (44% CULC libraries agreed with this statement compared to only 29% of the total sample) to suggest that CULC libraries in particular are less satisfied with MLIS education.

In response to the question asking about the level of input libraries have into the curriculum content of MLIS programs, Table G.6 clearly indicates that it is minimal. Predictably, academic libraries were the most likely to report that they had at least some input in the curriculum (35%) and again we see that a large majority (88%) of CULC libraries have little or no input.

Table G.6   **Level of Input into Curriculum Content of MLIS Programs[1]**
by Library Sector
(Institutional Survey; n=276)

Library Sector	Percent		
	Little or No Input	**Some Input**	**Much Input**
TOTAL	**76**	**7**	**17**
TOTAL ACADEMIC	**65**	**15**	**20**
CARL	69	19	12
Other Academic	63	12	25
TOTAL PUBLIC	**81**	**4**	**15**
CULC	88	8	4
Other Public	79	2	19
TOTAL SPECIAL[2]	**81**	**4**	**15**
Government	77	6	17
Non-Profit	83	0	17

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on responses of "1" and "2", and "4" and "5" base☒
does your organization have into the curriculum content at any of Canada's 7 MLIS programs?"

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

The results on library education do not depict a situation of great displeasure with the training provided by MLIS programs (other than among CULC libraries). While most libraries are satisfied with the instruction provided, there is still a clear sense that improvements could be made primarily by offering more management-related training. Giving students the opportunity to experience hands-on training in libraries through internship programs might also increase the opportunity for library schools and libraries to discuss curriculum issues, a practice which does not currently appear to be standard in the profession. Continual change in the expertise needed to successfully practice librarianship directly influences the need for ongoing communications between libraries and library schools.

Levels of satisfaction with MLIS programs overall were rated lower by librarians than by institutions (Figure G.2). Whereas three-quarters of library administrations agreed that graduates have the necessary competencies for their jobs, only 64% of individuals indicated they were satisfied with the quality of education they received in their MLIS programs.[31] The discrepancy between the two views, however, is not always consistent. While CARL administrators are among the most positive (80%), librarians working in this sector are the least likely to be satisfied with their education (53%). CULC administrators, on the other hand, were the least positive (56%), but their librarians were more likely than on average to express satisfaction with the quality of education provided in MLIS programs (68%). But no matter where these inconsistencies emerge, they highlight a cleavage between administrators and librarians, suggesting that it is important to garner the views of both groups when evaluating MLIS programs.

[31] The levels of satisfaction among the librarians in our sample are also lower than graduates from other Masters level programs. Using the exact same wording as we used in our survey, a study of Alberta graduates found that 85% of Master of Arts graduates were satisfied with the overall quality of their education (Sorensen, 2002).

Figure G.2 **Percent of Recent Professional Librarians[1] Satisfied with Overall Quality of Education in MLIS Program[2] by Library Sector**

(Individual Survey; n=357)
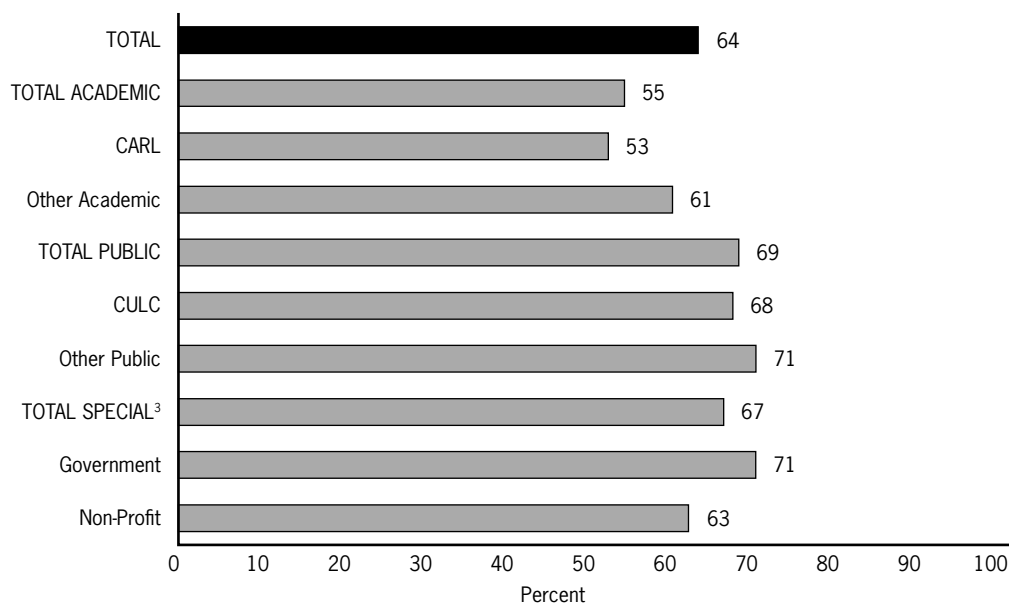
Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Recent Professional Librarian Entrants are individuals who have been working as a professional librarian for less than 6 years.

[2] Based on "satisfied" and "very satisfied" responses to the question: "Overall, how satisfied are you with the quality of education you received in your MLIS program?"

[3] For-Profit and School library results are not presented separately because of insufficient cases reporting; however, Non-Profit results are included in the *Total Special* results.

Table G.7 provides more specific results on recent librarian entrants' evaluations of their MLIS education. Generally, recent entrants into the profession do not believe there is a good match between the course content of their MLIS programs and the demands of the job. While just under two-thirds (63%) felt their graduate program had provided the general skills and abilities required for library work, less than one-half stated that the problem-solving and information technology skills provided were adequate to effectively perform their jobs (45% and 46%, respectively). Even fewer agreed that their programs provided them with the necessary management (25%), leadership (20%), and business skills (12%). Management and leadership are two of the competencies that employers appear to be most concerned about, particularly with respect to the knowledge lost as senior staff retire. The evaluations of MLIS programs both from the perspective of the employer and the employee, therefore, strongly indicate that curricula content needs to be revisited.

The results, however, should be viewed with the understanding that respondents' perceptions of the adequacy of their programs' offerings is clearly contingent upon the demands of their particular workplace and/or their specific job position. For example, as depicted in column 1 of Table G.7, the general skills training provided in MLIS programs appears to be better suited to the needs of public and special libraries than it is to the job requirements within academic libraries. Government librarians, on the other hand, are more positive in their assessments of all the skills and abilities listed in the table, suggesting that the curriculum is better matched to the requirements of their particular jobs.

Table G.7 **Percent of Recent Librarian Entrants Agreeing that MLIS Program Provided Skills to Effectively Perform their Jobs[1] by Library Sector[2]**
(Individual Survey; n=361)

Library Sector	"My Program Provided Me With … "					
	General Skills/ Abilities	Problem-solving skills	IT Skills	Management Skills	Leadership Skills	Business Skills
TOTAL	63	45	46	25	20	12
TOTAL ACADEMIC	**55**	**42**	**45**	**23**	**16**	**7**
CARL	51	39	42	23	16	6
Other Academic	65	48	50	23	16	9
TOTAL PUBLIC	**68**	**46**	**52**	**27**	**23**	**16**
CULC	67	45	51	30	25	16
Other Public	69	46	52	23	20	17
TOTAL SPECIAL	**66**	**52**	**44**	**29**	**24**	**12**
Government	71	61	45	28	30	15
Non-Profit	67	48	44	36	19	8

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Respondents were asked to indicate on a 1 to 5 scale, with "1" meaning "strongly disagree" and "5" meaning "strongly agree" with a list of several statements about being provided with specific skills and abilities in their MLIS programs required to effectively perform their jobs. Scores of "4" and "5" are combined and presented in this table.

[2] For-Profit and School library results are not presented separately because of insufficient cases reporting; however, For-Profit results are included in the *Total Special* results, and School results are included in the *Total* results.

Table G.8 reveals that a minority of recent librarian entrants also agreed that their program provided them with "a realistic depiction about what it is like to work as a librarian" or "what it is like to work in my sector." Notable differences between academic, public, and special librarians again demonstrate the uniqueness of each sector. Special librarians on the whole were more likely to agree that their programs provided both a realistic picture of library work in general, and in their sector specifically. Interestingly, librarians working in smaller public libraries were more likely to agree with statements on accurate depictions of library work than were CULC librarians. More positive is the finding that almost 3 in 5 recent librarian entrants believe that their coursework can be applied to their jobs today. In accordance with the evaluations of library programs presented so far, special librarians were the most likely to agree with this statement (68%).

Table G.8 **Percent of Recent Librarian Entrants Agreeing that MLIS Program Provided Realistic Depiction of Job[1] and Ability to Apply Education to Job by Library Sector[2]**
(Individual Survey; n=361)

Library Sector	Percent		
	Realistic Depiction of Library Work	**Realistic Depiction of Library Work in My Library Sector[3]**	**I Can Apply What I Learned to My Library Job[4]**
TOTAL	**44**	**36**	**59**
TOTAL ACADEMIC	**44**	**35**	**55**
CARL	44	33	52
Other Academic	46	39	59
TOTAL PUBLIC	**42**	**34**	**58**
CULC	39	30	60
Other Public	46	40	54
TOTAL SPECIAL	**51**	**41**	**68**
Government	54	46	63
Non-Profit	57	48	67

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to with a list of several statements about being provided with specific skills and abilities in their MLIS programs required to effectively perform their jobs.

[2] Results for For-Profit and School librarians are not presented because of insufficient cases reporting. However, For-Profit responses are included in the *Total Special* results.

[3] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning strongly agree" to the statement: "The program provided me with a realistic depiction about what it is like to work as a librarian."

[4] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning strongly agree" to the statement: "The program provided me with a realistic depiction about what it is like to work as a librarian in my library sector."

Overall, librarians' evaluations of their MLIS education is perhaps not as positive as we would hope. Research suggests, however, that concern should not lie solely within the halls of academe. Curry (2000) found in her study of Canadian library school directors that convincing students (and even new professionals) of the importance of management as a core competency is often an uphill battle. Furthermore, Curry adds,

> [M]any prospective employers exacerbate the problem by emphasizing the importance of management skills and expecting new graduates to possess them, but rarely targeting this area during employment interviews since it is easier to assess technological skills" (p. 333).

While the Alliance of Libraries, Archives, and Records Management (1996) noted the shift in need for the "soft skills" (including management) a decade ago, the issue may rest as much with a lack of awareness on the part of new practitioners as it does with the library schools and employers.

These rather negative evaluations can also be contextualized by examining American employers' views of Canadian MLIS education. The statement from a Canadian library program head suggests a more positive view of Canadian education:

> […] American employers consider Canadian graduates from two-year or eighteen month programs to be highly desirable because they are "plug and play", meaning that compared to graduates of the shorter US programs, they usually require little additional training and can often assume a management position or run a one-person library immediately" (Curry, 2000, p. 332).

So while both American and Canadian employers indicate a certain level of satisfaction with MLIS education, new professionals are less convinced about whether they possess the skills that are necessary. Notably, though, the education-job requirement match is much closer among special librarians.

We conclude this section on the evaluation of library programs with a list of the top five suggestions for improving library programs provided by recent librarian entrants. On this account, the views of administrators and librarians are in greater concordance. As shown in Figure G.3, one-third of recent librarian entrants indicated they would like to see a more practical component to their education, some of whom specified the development of more practicum and co-op programs. The interest in improving training in management, business administration, and leadership also corresponds with the views of library administrators, as does the suggestion to provide more training in technology-related skills. Eighteen percent of recent librarians also added, however, that they would like to see more competent or experienced instructors in the MLIS programs.

Figure G.3   Top 5 Suggestions by Recent Librarian Entrants1 for How to Improve MLIS Programs[2]
(Individual Survey; n=270)
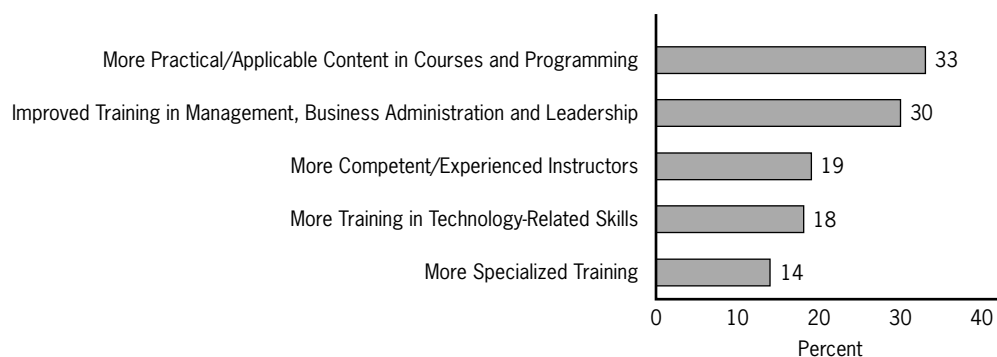
Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Recent Professional Librarian Entrants are individuals who have been working as a professional librarian for less than 6 years.

[2] Based on categorized responses to the open-ended question: "What, if anything, could be done to improve the quality of education offered in MLIS programs?"

II   *Evaluation of Library Technician Programs*

Library technicians are much more favourable in their assessments of the quality of education they received in their library technician programs than are librarians about their MLIS programs. A greater majority of paraprofessionals (81%) noted that they are satisfied with the quality of education in their library technician program, as compared to librarians (64%, Figure G.2). This is true across sub-sectors, with the exception of government library staff, of which 71% of librarians but only 60% of paraprofessionals were satisfied.

Figure G.4   **Percentage of Recent Library Technician Entrants[1] Satisfied[2] with Library Technician Program by Library Sector[3]**
(Individual Survey; n=144)
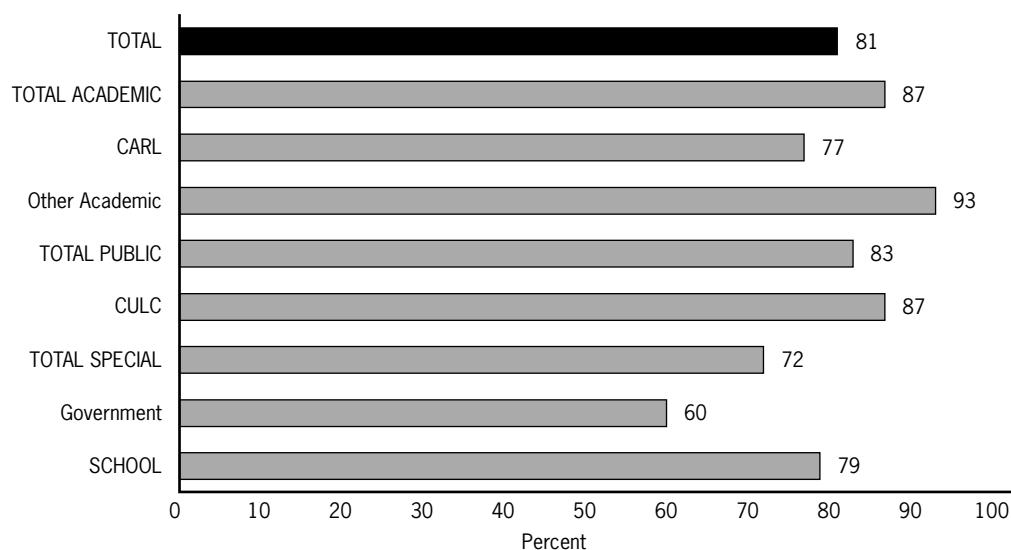
Category	Percent
TOTAL	81
TOTAL ACADEMIC	87
CARL	77
Other Academic	93
TOTAL PUBLIC	83
CULC	87
TOTAL SPECIAL	72
Government	60
SCHOOL	79

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Recent Library Technician Entrants are individuals who have been working as a library technician for less than 6 years.

[2] Based on "satisfied" and "very satisfied" responses to the question: "Overall, how satisfied are you with the quality of education you received in your library technician program?"

[3] Results for Other Public, Non-Profit, and For-Profit librarians are not presented because of insufficient cases reporting. However, Other Public results are included in the *Total Public* results, and Non-Profit and For-Profit responses are included in the *Total Special* results.

Library technicians are also far more positive in their assessment of their programs' ability to provide education relevant to their current jobs (Tables G.9 and G.10). Paraprofessionals rated their programs very highly in providing general skills (87%), information technology skills (71%), and realistic depictions of library work (72%), as well as the general applicability to the job (83%). Problem-solving skills were rated slightly lower, but still over half said they were adequate. But as was the case for professional librarians, paraprofessionals were much less likely to believe that their programs provided them the management, leadership, and business skills necessary for their jobs.

Table G.9 **Percent of Recent Library Technician[1] Entrants Agreeing that Library Technician Program Provided Skills to Effectively Perform their Jobs[2] by Library Sector[3]**
(Individual Survey; n=144)

Library Sector	General Skills/ Abilities	IT Skills	Problem-solving skills	Management Skills	Leadership Skills	Business Skills
TOTAL	**87**	**71**	**57**	**42**	**40**	**38**
TOTAL ACADEMIC	**91**	**73**	**58**	**54**	**49**	**44**
CARL	82	88	60	47	50	46
Other Academic	97	66	57	59	49	44
TOTAL PUBLIC	**77**	**70**	**53**	**35**	**34**	**33**
CULC	83	83	59	42	37	39
TOTAL SPECIAL	**91**	**70**	**56**	**31**	**33**	**35**
Government	95	70	56	29	29	39
SCHOOL	**93**	**71**	**64**	**54**	**46**	**43**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Recent Library Technician Entrants are individuals who have been working as a library technician for less than 6 years.

[2] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to with a list of several statements about being provided with specific skills and abilities in their library technician programs required to effectively perform their jobs.

[3] Results for Other Public, Non-Profit, and For-Profit librarians are not presented because of insufficient cases reporting. However, Other Public results are included in the *Total Public* results, and Non-Profit and For-Profit responses are included in the *Total Special* results.

Table G.10 **Percent of Recent Library Technician Entrants[1] Agreeing that Library Technician Program Provided Realistic Depiction of Job and Ability to Apply Education to Job[2] by Library Sector[3]**
(Individual Survey; n=144)

Library Sector	Percent		
	"My Program Provided Me with a …"		
	Realistic Depiction of Working in Library	Realistic Depiction of Working in My Library Sector	I Can Apply What I Learned to My Library Job
TOTAL	**72**	**63**	**83**
TOTAL ACADEMIC	**72**	**65**	**83**
CARL	67	62	75
Other Academic	75	67	88
TOTAL PUBLIC	**61**	**59**	**82**
CULC	67	65	86
TOTAL SPECIAL	**86**	**63**	**84**
Government	85	60	85
SCHOOL	**64**	**67**	**83**

[1] Recent Library Technician Entrants are individuals who have been working as a library technician for less than 6 years.

[2] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to with a list of several statements about being provided with specific skills and abilities in their library technician programs required to effectively perform their jobs.

[3] Results for Other Public, Non-Profit, and For-Profit librarians are not presented because of insufficient cases reporting. However, Other Public results are included in the *Total Public* results, and Non-Profit and For-Profit responses are included in the *Total Special* results.

The closer fit between library technician course content and workplace requirements might be partly explained by what Davidson-Arnott (2003) notes as the ability of these programs to respond quickly to shifts in job competencies as employers and paraprofessionals communicate them. However, a greater understanding of the differences between MLIS programs and library technician programs is beyond the scope of this report, and indeed, merits its own study.

G.4:   Strategic Human Resource Planning Implications

- Few librarians hold a library technician degree, suggesting that in the past, paraprofessionals seldom chose to pursue the MLIS. At the same time, in section D we saw that one-third of paraprofessionals were interested in pursuing an MLIS, but half of these faced structural barriers. These two results present a situation in which movement from paraprofessional to professional status could be difficult within the field. The library profession needs to question how these difficulties might be ameliorated, and how recruitment of this interested group might be promoted. Individual institutions need to assess how their needs can be met by encouraging paraprofessional members of staff to acquire a professional degree.

- Institutional satisfaction with the MLIS education is sector-dependent, showing that curricula may be less easily aligned with jobs in large urban public libraries. CULC libraries' dissatisfaction with the MLIS degree as a basic competency warrants further study to identify how that workplace is significantly different. CULC administrators and library educators should consider discussing the gaps between MLIS education and CULC libraries' needs; while MLIS programs have other stakeholders and requirements and cannot tailor their entire curricula to the needs of particular sector employers, programs such as public library internships or practicum placements, co-op programs, linked assignments to public library practice, and more discussion of the difference between sectors may be useful here.

- The assessments of recent graduates should not be overlooked in evaluating the applicability of library school curricula, which is generally less favourable than those of the employer. That the sector differences in evaluations from the institutional perspective do not parallel the sector patterns found among recent graduates suggests that the viewpoints of both stakeholders are important to gather when conducting a comprehensive evaluation of library schools. Additionally, new librarians and employers would benefit from learning about the evaluative viewpoints of each, thereby furthering their understanding of the other's expectations in the workplace.

- An important exception to the divergent assessments of library school education between institutions and recent librarian entrants is the consensus of an increased need to incorporate management, leadership, and business training into the curriculum. The implications of this finding for library school curricula are clear.

- While libraries believe they have little or no input into MLIS education, we know there are different kinds of partnerships that can provide practical experience (e.g., practicum placements, co-op programs, internships, assignments linked to the "real world" of library work). Educators and employers may consider working together to build these opportunities. Also, while librarians have historically to come to librarianship as a second or third career, recent statistics from ALISE suggest that the average age of MLIS students is decreasing (from 34 years of age in 2001 to 30 years of age in 2003). Insofar as this means that contemporary students have less experience in the general workforce, further importance is placed on practicum programs or other forms of direct experience as part of the degree.

- Technicians show greater levels of satisfaction with their base education than do professional librarians which may be due, in part, to the fact that college programs have the ability to change their course offerings on a much more timely basis. Still, technicians are less likely to learn leadership and management skills through their programs. For technician positions that require management competencies (27% of paraprofessionals work in supervisory or management positions), employers should ensure adequate training is provided.

Continuing Education

H.1 Introduction

Continuing education is essential for professional librarians to keep pace with ever-changing skill demands. Learning initiatives also have ramifications for job performance and satisfaction insofar as they equip librarians with the skills and abilities that allow them to successfully accomplish their work. Throughout the report, findings suggest that librarians are increasingly required to assume leadership roles and perform managerial functions, and therefore require training in these areas. As noted earlier, training among middle-level librarians may be particularly needed in libraries experiencing or predicted to experience significant human capital losses from retirements.

Further, as librarianship increasingly becomes a high-tech profession, training in technology skills is a continuous necessity. Indeed, one of the conclusions from the recent study by the Cultural Human Resources Council (2002) was that the increasing variety of information formats and delivery methods, as well as the increase in interdisciplinary information sources and practices, combine with rapid changes in technology to require ongoing training for workers, both in new technologies and in management. The dynamic environment in libraries means that ongoing training for all levels of librarians is perhaps needed now more than ever.

While libraries are positioned to take primary responsibility for the continuing education of librarians, associations and library schools should also play a role. Of course, librarians themselves must also be responsible for exploiting the continuing education opportunities provided by their employers. But these opportunities can be offered in such a way as to increase the likelihood of participation. As the results from a Quebec study suggest, librarians are most likely to pursue training opportunities when they can defer costs to their employer and when they are provided sufficient time to participate in training activities, especially when they are offered during working hours (Bergeron, Deschalets, and Nauche, 1998).

H.2 Organizational Training of Professional Librarians

Tables H.1 and H.2 present the institutions' reported training requirements for four types of librarians and for three career stages by library sector.

Beginning with Table H.1, libraries were most likely to report that IT librarians require significant amounts of training (64%); this finding is not surprising, given the rate of change in technology. Still, about half of institutional respondents felt that technical service librarians, management, and public service librarians also require training. Training requirements of these staff members is lower in special libraries. CARL and CULC administrators, on the other hand, were most likely to agree that IT librarians and managers require training.

Table H.2 clearly shows that all sectors tend to agree that recent librarian entrants require the greatest amount of training, although CULC libraries were overwhelmingly likely to indicate this response (97%). This finding relates to the previously noted results from Figure G.1 that CULC libraries were least likely of all sectors to agree that MLIS programs equip graduates with the necessary competencies for their positions.

Table H.1	Librarians Needing Significant Training[1] by Type of Librarian by Library Sector (Institutional Survey; n=180)			
	Percent[2]			
Library Sector	IT Librarians	Technical Service Librarians	Management Librarians	Public Service Librarians
TOTAL	**64**	**54**	**50**	**47**
TOTAL ACADEMIC	**76**	**65**	**51**	**52**
CARL	80	65	69	58
Other Academic	72	65	39	47
TOTAL PUBLIC	**63**	**50**	**57**	**47**
CULC	74	46	65	58
Other Public	59	52	53	43
TOTAL SPECIAL[3]	**46**	**45**	**34**	**38**
Government	53	41	41	40
Non-Profit	44	44	37	39

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on "4" and "5" responses on a 5-point scale with "1" meaning "no training" and "5" meaning "a great amount of training" to the question: "To what extent do the following groups of staff require ongoing training to meet the needs of your organization?"

[2] Percentages are calculated only for those reporting that they have these types of librarians on staff. The number of respondents for each type of staff is 170, 185, 198, and 186 for IT, technical service, management, and public service librarians, respectively.

[3] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Interestingly, training needs do not significantly differ between mid- and senior-level librarians. Again, however, CARL and CULC libraries are the most likely to report that these more senior staff require training.

Table H.2 **Librarians Needing Significant Training[1] by Career Level of Librarian by Library Sector**
(Institutional Survey; n=270)

Library Sector	Percent Needing a Significant Amount of Training		
	Recent Librarian Entrants	Mid-Level Librarians	Senior-Level Librarians
TOTAL	**72**	**43**	**36**
TOTAL ACADEMIC	**77**	**46**	**36**
CARL	89	54	40
Other Academic	69	39	33
TOTAL PUBLIC	**72**	**44**	**39**
CULC	97	56	46
Other Public	62	39	35
TOTAL SPECIAL[2]	**66**	**35**	**33**
Government	63	35	26
Non-Profit	74	40	43

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on "4" and "5" responses on a 5-point scale with "1" meaning "no training" and "5" meaning "a great amount of training" to the question: "To what extent do the following groups of staff require ongoing training to meet the needs of your organization?"

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Turning to the librarian's perspective on training opportunities, Table H.3 demonstrates that the training opportunities provided to new librarians does not strongly correlate with the organization's need to train librarians at this early career stage. While Table H.2 shows that 72% of institutions agreed that new professional staff require significant amounts of training, only 56% of new recruits agreed that their organization provides adequate opportunities for training (60% of all professional librarians agreed with this statement).

Table H.3 also shows that more than half of mid-level and senior librarians agree with this statement, with a slightly higher proportion of senior librarians agreeing. This matches better to the institutions, indicating that significant amounts training are required for these two career levels (Table H.2).

Table H.3 Organization Provides Sufficient Opportunities to Participate in Training[1] by Career Stage[2] by Library Sector[3]

(Professional Librarians Only; Individual Survey; n=1,897)

	Percent "Agreeing"		
Library Sector	**Recent Librarian Entrants**	**Mid-Career Librarians**	**Senior-Career Librarians**
TOTAL	**56**	**56**	**60**
TOTAL ACADEMIC	**64**	**61**	**67**
CARL	73	67	70
Other Academic	46	52	61
TOTAL PUBLIC	**52**	**51**	**55**
CULC	46	51	56
Other Public	61	50	53
TOTAL SPECIAL	**49**	**57**	**59**
Government	51	61	58
Non-Profit	50	47	56
For-Profit	–	–	71
SCHOOL	**--**	**--**	**42**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on "4" and "5" responses on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the question: "My organization provides me with sufficient opportunities to participate in training."

[2] Recent Professional Librarian Entrants are individuals who have been working as a professional librarian for less than 6 years, Mid-Career Professional Librarians have been working as a librarian for 6 to 15 years, and Senior Librarians have been working as a librarian for more than 15 years.

[3] Some results for For-Profit and School librarians are not presented because of insufficient cases reporting; however, they are included in the Total Special results.

CARL librarians at all three career stages were most likely of all sector to agree that their institution provided sufficient training opportunities. On the other hand, the proportion of CULC librarians agreeing with this statement is below the overall average. Hence, it appears that the training needs within CULC libraries (as demonstrated in Table H.2) are not well-matched with the opportunities to participate in training; this is perhaps most notable among recent librarians (Table H.3).

Although adequate training is being provided for technology and job-oriented skills, there is room for improvement in leadership and management training.

Tables H.4a through H.4c display professional librarians' experiences with organizational training in specific job function areas (see Appendix Table H.1 for training initiatives offered by organizations from the institutional survey). Librarians are most likely to have participated in job skills and technology skills training, with over 4 in 5 librarians reporting that they have participated in these types of training at some point in their careers. Somewhat fewer, but still a majority (56%) participated in customer-service training and management training (51%). Just under 3 in 10 professional librarians participated in leadership training, with 4% specifying Northern Exposure to Leadership (NEL). One in ten participated in mentorship training or worked in a job rotation program while even fewer (6%) shared a job with their peers.

Of those who received training, in most cases, over half reported that it improved their job performance. There are, however, noteworthy differences in these training evaluations. The small proportion of librarians who had participated in the NEL program were most likely to report that it improved their ability to perform their job (82%). Comparatively, only 48% of those engaging in mentorship training, and 44% receiving customer-service training, felt that their participation had improved their job performance.

Table H.4a Training Experiences of Professional Librarians[1] by Library Sector[2]
(Individual Survey; n=1,780)

	Percent					
	Job Skills Training		Technology Skills Training		Customer-Service Training	
Library Sector	Received Training	Training Improved Job Performance	Received Training	Training Improved Job Performance	Received Training	Training Improved Job Performance
	(n=1,469)		(n=1,498)		(n=963)	
TOTAL	82	54	84	61	56	44
TOTAL ACADEMIC	80	56	87	60	47	43
CARL	85	56	90	61	50	42
Other Academic	71	54	82	60	41	44
TOTAL PUBLIC	86	54	85	60	76	44
CULC	89	54	88	61	83	43
Other Public	78	53	76	60	59	48
TOTAL SPECIAL	77	50	76	61	34	47
Government	81	50	78	62	34	47
Non-Profit	74	43	74	64	30	45
For-Profit	69	67	78	53	28	–
SCHOOL	71	55	90	74	11	--

Source: 8Rs Canadian Library Individual Survey

[1] Responses on improvement to job performance are based on "4" and "5" responses on a 5-point scale with "1" meaning "to no extent" and "5" meaning "to a great extent" to the question: "For the following list, first indicate if you have participated in the type/format of training through your current organization, and if so, the extent to which the training improved your ability to perform your job."

[2] Separate sub-sector results are not presented when there are fewer than 15 cases reporting; however, they are included in the *Total* results.

Table H.4b   Training Experiences of Professional Librarians[1] by Library Sector[2]
(Individual Survey; n=1,780)

Library Sector	Percent					
	Management Training		Leadership Training		NEL	
	Received Training	Training Improved Job Performance	Received Training	Training Improved Job Performance	Received Training	Training Improved Job Performance
		(n=858)		(n=458)		(n=67)
TOTAL	51	55	28	59	4	82
TOTAL ACADEMIC	**53**	**52**	**31**	**59**	**6**	**76**
CARL	58	51	34	60	6	71
Other Academic	43	54	26	54	5	–
TOTAL PUBLIC	**52**	**58**	**26**	**62**	**5**	**86**
CULC	49	58	27	58	5	–
Other Public	57	57	23	73	5	–
TOTAL SPECIAL	**45**	**56**	**27**	**57**	**2**	**--**
Government	51	53	31	58	2	–
Non-Profit	35	61	20	39	1	–
For-Profit	41	73	25	–	3	–
SCHOOL	**31**	**--**	**29**	**--**	**0**	**N/A**

Source: 8Rs Canadian Library Individual Survey

[1] Responses on improvement to job performance are based on "4" and "5" responses on a 5-point scale with "1" meaning "to no extent" and "5" meaning "to a great extent" to the question: "For the following list, first indicate if you have participated in the type / format of training through your current organization, and if so, the extent to which the training improved your ability to perform your job."

[2] Separate sub-sector results are not presented when there are fewer than 15 cases reporting; however, they are included in the *Total* results.

Table H.4c　　**Training Experiences of Professional Librarians[1] by Library Sector[2]**
(Individual Survey; n=1803)

Library Sector	Mentorship Training		Job Rotation		Job Sharing	
	Received Training	Training Improved Job Performance	Received Training	Training Improved Job Performance	Received Training	Training Improved Job Performance
		(n=126)		(n=126)		(n=72)
TOTAL	9	48	10	63	6	68
TOTAL ACADEMIC	**10**	**54**	**9**	**66**	**5**	**68**
CARL	10	50	10	59	5	–
Other Academic	11	61	8	85	6	–
TOTAL PUBLIC	**7**	**50**	**11**	**60**	**7**	**65**
CULC	8	47	14	60	7	65
Other Public	6	–	5	–	8	–
TOTAL SPECIAL	**12**	**38**	**7**	**63**	**7**	**77**
Government	11	33	9	–	5	–
Non-Profit	14	–	5	–	12	–
For-Profit	7	–	5	–	10	–
SCHOOL	**14**	**--**	**0**	**N/A**	**4**	**--**

Source: 8Rs Canadian Library Individual Survey

[1] Responses on improvement to job performance are based on "4" and "5" responses on a 5-point scale with "1" meaning "to no extent" and "5" meaning "to a great extent" to the question: "For the following list, first indicate if you have participated in the type / format of training through your current organization, and if so, the extent to which the training improved your ability to perform your job."

[2] Separate sub-sector results are not presented when there are fewer than 15 cases reporting; however, they are included in the *Total* results.

Of importance to note from Tables H.4b and H.4c are the relatively small proportions of librarians who have received leadership and mentorship training (28% and 9%, respectively). Though many more participated in management training (51%), these training levels are not congruent with the need for librarians to perform these roles. Additionally, when professional librarians were asked to provide the type of training they felt they would need to move into a higher-level position, by far the most predominant response was training in management, leadership, and business skills (70%; results not shown in table or figure). The second most prevalent answer was personal development training, which was offered by only 20% of the sample.

We might ask the question, however, about the extent to which leadership can be taught through training. Inasmuch as leadership is defined as taking the initiative on developing and implementing creative practices, providing future vision, and motivating the personnel needed to complete such initiatives, the ability to perform this role is to some extent dependent upon the personal characteristics and motivation level of the individual librarian.

On the other hand, providing librarians with opportunities to assume leadership roles is one method of cultivating leadership qualities. And this is exactly what many organizations are doing. More than two-thirds (68%) of libraries believed that they were able to offer "good" or "excellent" opportunities for librarians to experience leadership roles. Public and academic libraries were significantly more likely than special libraries, however, to provide such opportunities (47% of special libraries, compared to 80% of public and 75% of academic libraries).

Arguably, management training is somewhat more amenable (although not completely) to formal training. Hence, an obvious recommendation from these findings would be for libraries to provide increased training opportunities, but also to explore how they can provide management and leadership training through experiential means such as mentorship, job rotation, and job sharing programs.

All three formats of experiential training can also permit the individual a greater understanding of how their job fits within the organization, as well as an expedited socialization into both the organization and the profession. Otherwise, the positive results of participating in leadership programs like NEL suggest that other non-organizational initiatives such as this should be considered by the library community. As well, serving on library association Boards or committees provides an excellent opportunity for leadership training, and staff are encouraged to pursue this avenue.

A further observation about sector differences in management and leadership training can also be made from Table H.4b. The provision of training in these two areas within CARL and CULC libraries, which have an expressed need for managers and leaders in their organizations, did not significantly depart from the norm.

Results to two other questions add to our evaluation of organizational training. Only 30% of libraries reported having a routine method for determining training needs for professional librarians, with even fewer (13%) having a routine method for evaluating the outcomes of professional librarian training. Given that under two-thirds of librarians taking any kind of training believe it has improved their job performance, libraries may consider exploring training evaluation and applicability at the institutional level.

On the other hand, that 8 in 10 librarians agreed that they have "sufficient education, training, and experience to allow me to perform my job effectively" is a reminder that job performance is not solely dependent on training opportunities.

Lastly, while ongoing training may be vital to the organization, barriers remain to providing necessary training. Figure H.1 shows that a significant proportion of libraries state budgets prevent training for librarians. Public (55%) and non-CARL academic libraries (57%) were most likely to state that budgets prevented them from offering training to their professional staff. CARL and government libraries were least likely to state the same, at 31% and 26%, respectively.

Figure H.1   Organizations Reporting that Budgets Prevent Provision of Training to Librarians[1] by Library Sector
(Institutional Survey; n=281)
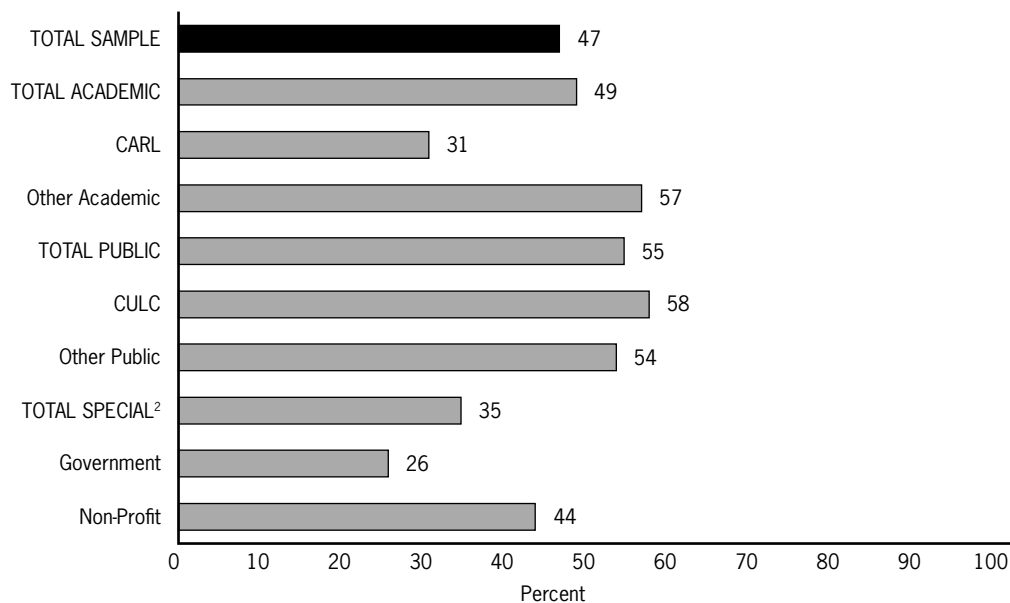
Sector	Percent
TOTAL SAMPLE	47
TOTAL ACADEMIC	49
CARL	31
Other Academic	57
TOTAL PUBLIC	55
CULC	58
Other Public	54
TOTAL SPECIAL[2]	35
Government	26
Non-Profit	44

Percent

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "to no extent" and "5" meaning "to a great extent" to the question: "To what extent do budgets prevent your organization from offering needed training to professional librarians?"

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

H.3   Organizational Training of Paraprofessionals

Having examined the organizational training provided to professionals, we now turn our focus to the available data for paraprofessionals. Figure H.2 displays the proportion of paraprofessionals agreeing that their organization provides them with sufficient opportunities to participate in training. With the exception of librarians working in non-profit libraries, less than half of paraprofessionals working in all other sectors felt their training opportunities were sufficient. This is somewhat lower than the 60% of librarians who responded positively to the same question.

Figure H.2   Organization Provides Sufficient Opportunities to Participate in Training[1] by Library Sector
(Paraprofessionals Only; Individual Survey; n=1,555)
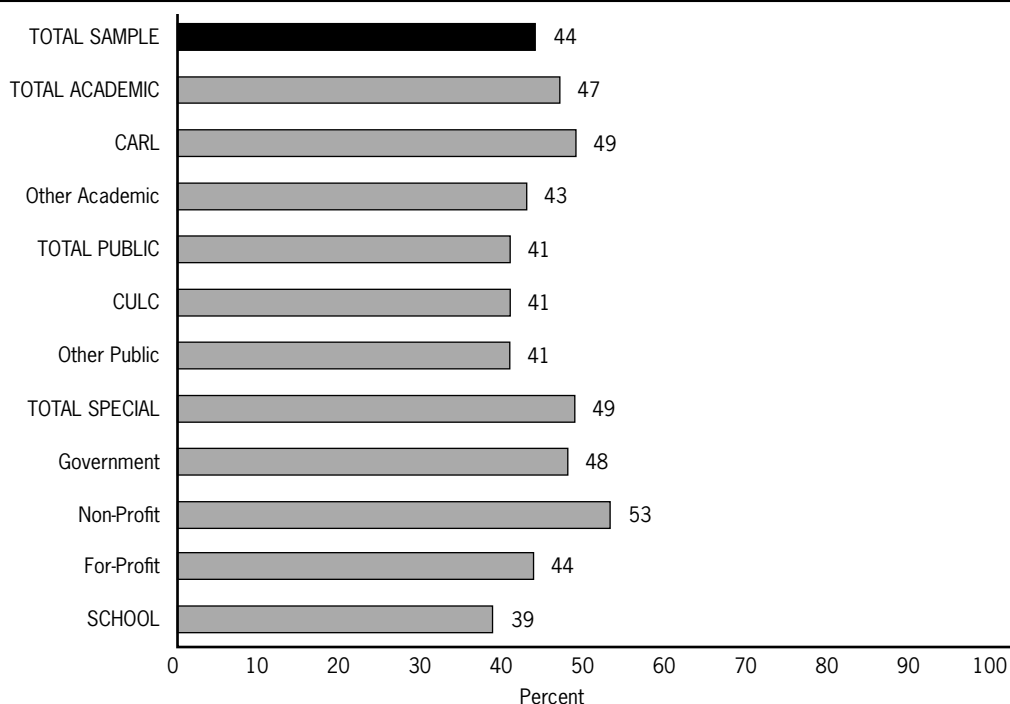
Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on "4" and "5" responses on a 1 to 5 scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the question: "My organization provides me with sufficient opportunities to participate in training."

Slightly smaller proportions of paraprofessionals also indicated that they participated in job skills training (Table H.5). But, paraprofessionals were equally likely to have participated at some point in their careers in technology skills and customer-service training. The professional–paraprofessional differences are most remarkable for management and leadership training, with only 16% of paraprofessionals having participated in management training and 10% in leadership training.

Table H.5   **Training Experiences of Paraprofessional Staff[1] by Library Sector**
(Individual Survey; n=1,450)

Library Sector	Percent of Organizations Offering Training in Past Year				
	Job Skills Training	Technology Skills Training	Customer Service Training	Management Training	Leadership Training
TOTAL	**74**	**83**	**52**	**16**	**10**
TOTAL ACADEMIC	**76**	**85**	**54**	**18**	**9**
CARL	77	90	55	20	8
Other Academic	74	76	53	14	9
TOTAL PUBLIC	**80**	**86**	**71**	**14**	**10**
CULC	80	86	76	12	10
Other Public	80	85	61	19	11
TOTAL SPECIAL	**61**	**75**	**32**	**15**	**8**
Government	66	78	30	14	8
Non-Profit	51	67	41	12	8
For-Profit	64	82	12	19	3
SCHOOL	**66**	**83**	**13**	**13**	**15**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on "yes" responses to the question: "During the past year, did your organization provide any of the following types of job-related training to paraprofessional staff?"

H.4   Professional Association Training

Most in the library community feel that there is a training role to be played by library associations.

The vast majority (90%) of libraries in the sample currently subsidize, assist, or reimburse professional librarian attendance at library association meetings (results not shown in table or figure). Virtually all (98%) of academic libraries, 91% of public, and 81% of special libraries responded similarly. Further, nearly two-thirds (64%) provided their librarians with professional development training offered by library associations. A greater proportion (85%), however, indicated that professional library associations should assist in training professional librarians. Of these, the most common suggestion was for professional library associations to provide general training (i.e., training that is not sector-specific, but that is applicable to any library's circumstances, such as training for developmental purposes). Other suggestions included providing training needs assessments, training at annual conferences, and course assistance (e.g., providing speakers, promoting courses in partnership with post-secondary institutions).

H.5   Human Resource Planning Implications

- Significant proportions of librarians at all levels and across various types of positions continue to require significant amounts of training for their jobs. While new recruits require the most training, a significant minority of mid-career and senior librarians do as well. This suggests that individuals and institutions must commit to continuing education as an ongoing necessity. Institutions will most likely take up the financial costs of training and must plan for this budgetary commitment. Librarians must take the personal responsibility for participation and return of the investment in training to the organization.

- At the same time, just over half of new professional librarians surveyed stated that there are adequate opportunities for training at their institutions. This suggests some potentially serious gaps in these librarians' opportunities to gain the knowledge and skills necessary for their work.

- The largest gaps between institutional need and new librarians' perceptions of training opportunities fall within CULC libraries. At the same time, CULC libraries are also most likely to say that budgets prevent them from offering needed training. CULC libraries are therefore in a situation in which their need for staff training is high, but their ability to offer training appears to be low. CULC libraries need to investigate their institutional barriers to training and determine ways to overcome these barriers, perhaps by working in conjunction with other organizations (associations, partnering with other libraries, etc.)

- Of the institutional training offered to librarians, most frequently offered was that of job skills and technology training, with about half receiving customer skills and/or management training. However, only one-third undertook leadership training. While leadership is a more difficult competency to "teach," institutions' stated needs for leadership abilities suggests that this is an area that warrants greater attention by individuals and institutions. Further, librarians interested in moving into higher positions state that leadership and management training are necessary for them to feel confident in performing these new roles.

- While 80% of librarians agreed that they have sufficient education, training and experience to perform their jobs effectively, when asked about the impact of training on their jobs, somewhat lower levels agreed that professional development allowed them to perform their jobs well. Also, relatively few institutions had formal structures for either determining what training is needed, or evaluating that training. Libraries and library staff should both question the return on investment from training activities and how this can be improved through training outcomes that serve the needs of both the individual and the institution. This return will assume even greater importance with increased retirements and as recruiting occurs.

- While a very small proportion of librarians participated in the Northern Exposure to Leadership (NEL) Institute, they rated it as having a higher impact on job performance than other areas of training. Considering that leadership is a significant training need throughout Canadian libraries, more "leadership institute" models may be effective.

- Paraprofessionals overall are less satisfied with the training opportunities offered to them. Equal proportions of librarians and paraprofessionals receive technology skills or customer service training, but far fewer paraprofessionals than librarians receive leadership and/or management training. Leadership in particular is a competency that should be held by staff throughout the organization.

- Most libraries believe that library associations should play a training role. While they suggested that "general training" be provided by associations, respondents did not define this area any further. Associations would be advised to work with their memberships and other stakeholders in order to determine specifically what kinds of training is in demand for their sector/region, if they are to build upon their professional development programs.

Quality of Work and Job Satisfaction

I.1   Introduction

The extent to which an organization supports the people who work there contributes significantly to the organization's effective functioning. Quality of work life (e.g., good remuneration and work that is family-friendly, meaningful, interesting, challenging, rewarding, and participatory) bears heavily on job satisfaction and staff retention, as does the quality of employer-employee relationships (e.g., relations of trust and loyalty). If jobs are challenging, interesting, and rewarding, and if library staff have satisfactory relationships with their employers, they are more likely to be satisfied with their jobs, perform their jobs more effectively, and be more motivated to innovate. Quality of work life also has implications for recruitment (e.g., being an employer of choice). Conversely, a less-than-desirable environment, weak employer-employee relationships, and low job satisfaction may result in early retirement, exits from the organization, less-than-optimal job performance, and difficulty in recruiting new staff.

Leckie and Brett's (1997) study on the job satisfaction of Canadian university librarians found them to be highly satisfied with their jobs overall, compared to Canadians on average. Librarians were the most satisfied with traditional elements of librarianship itself: a strong emphasis on service with ample opportunities for independence, challenge, creativity, and participation in professional activities. As shifts are taking place within the field (with a greater emphasis on management, for example), how has job satisfaction been affected?

Given that attracting new recruits and retaining staff do not appear to be of great concern among most libraries in our study, the positive spin-offs from creating a quality work environment are perhaps most relevant as they apply to the satisfaction, morale, rejuvenation, and productivity levels of the current workforce. We begin our investigation of job satisfaction by examining the overall levels of job satisfaction among library staff. Sections I.3 and I.4 provide a more detailed analysis of the extrinsic and intrinsic rewards offered to library staff.

I.2   Overall Job Satisfaction

As already noted, other research has found that librarians are somewhat more satisfied with their jobs than the average Canadian (Leckie and Brett, 1997). The results presented in Table I.1 confirm this finding. About 8 in 10 librarians indicated they were "satisfied" or "very satisfied" with their current job. Satisfaction levels, however, tend to increase as occupational level increases: while 72% of non-management librarians state they are satisfied with their jobs, 87% of senior administrators state the same. Satisfaction is especially high among academic and school librarians at all occupational levels.

Table I.1   **Librarian Job Satisfaction[1] by Occupational Level[2] by Library Sector**
(Individual Survey; n=1,948)

Library Sector	Percent "Satisfied"			
	Total	Non-Management	Supervisors / Middle Management	Senior Administrators
TOTAL	**79**	**72**	**81**	**87**
TOTAL ACADEMIC	**82**	**76**	**83**	**92**
CARL	82	75	85	93
Other Academic	81	77	78	91
TOTAL PUBLIC	**77**	**71**	**80**	**80**
CULC	76	69	82	76
Other Public	79	79	76	82
TOTAL SPECIAL	**77**	**66**	**80**	**89**
Government	76	66	79	89
Non-Profit	79	65	80	93
For-Profit	78	67	86	82
SCHOOL	**85**	--	**82**	--

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on "satisfied" and "very satisfied" responses to the question: "Overall, how satisfied are you with your current job?"

[2] Separate occupational level results are not presented when there are fewer than 15 cases reporting; however, they are included in the *Total* results.

Given the slightly lower levels of job satisfaction among non-management librarians, we might expect similar levels of jobs satisfaction among recent entrants. The results presented in Table I.2, however, do not support this supposition. Librarians who have been in their careers for less than 6 years are, in fact, slightly more satisfied than mid-career librarians (those who have been in their careers for 6 to 15 years). This is the case, in particular, among academic and government librarians. Senior librarians, many of whom would be in management and senior administrative positions, are the most satisfied (81%). Overall, however, the differences in satisfaction levels are quite small between all three career stages.

Table I.2 **Librarian Job Satisfaction[1] by Career Stage[2] by Library Sector[3]**
(Individual Survey; n=1,948)

Library Sector	Percent "Satisfied"			
	Total	Recent Entrants	Mid-Career	Senior
TOTAL	**79**	**78**	**75**	**81**
TOTAL ACADEMIC	**82**	**84**	**75**	**84**
CARL	82	81	77	84
Other Academic	81	90	71	83
TOTAL PUBLIC	**77**	**73**	**75**	**79**
CULC	76	70	74	79
Other Public	79	77	79	80
TOTAL SPECIAL	**77**	**76**	**74**	**79**
Government	76	87	70	75
Non-Profit	79	71	79	83
For-Profit	78	–	–	88
SCHOOL	**85**	**--**	**--**	**80**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on responses to the question: "Overall, how satisfied are you with your current job?" Those responding "very satisfied" or "satisfied" are combined and presented in this table.

[2] Recent Professional Librarian Entrants are individuals who have been working as a professional librarian for less than 6 years, Mid-Career Professional Librarians have been working as a librarian for 6 to 15 years, and Senior Librarians have been working as a librarian for more than 15 years.

[3] Separate sub-sector results are not presented when there are fewer than 15 cases reporting; however, they are included in the *Total* results.

Table I.3 demonstrates that paraprofessionals are equally satisfied with their jobs as are professionals (79%). Though library assistants/associates/aides and library technicians express similar levels of satisfaction, management paraprofessionals are the most satisfied of the three job types. Somewhat notable is the fact that, in contrast to their very satisfied professional counterparts, academic paraprofessionals are slightly less satisfied than other paraprofessionals. Within CARL libraries, this is the case among library assistants, associates, and aides, and within other academic libraries, it appears that library technicians are the least satisfied. But again, the satisfaction levels across types of jobs and sectors are remarkably similar. With few exceptions, this same conclusion can be drawn about the variation in satisfaction levels between the three career stage groups among paraprofessionals (Table I.4).

Table I.3   **Paraprofessional Job Satisfaction[1] by Type of Position by Library Sector[2]**
(Individual Survey; n=1,615)

| Library Sector | Percent "Satisfied" | | | |
	Total	Library Assistants, Assocs., Aides	Library Technicians	Management
TOTAL	**79**	**75**	**77**	**85**
TOTAL ACADEMIC	**75**	**72**	**75**	**81**
CARL	74	70	78	78
Other Academic	76	79	71	84
TOTAL PUBLIC	**81**	**78**	**79**	**87**
CULC	78	75	76	91
Other Public	86	90	86	83
TOTAL SPECIAL	**79**	**70**	**78**	**91**
Government	82	76	81	93
Non-Profit	75	60	76	85
For-Profit	77	–	67	–
SCHOOL	**86**	**88**	**88**	**84**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on "satisfied" and "very satisfied" responses to the question: "Overall, how satisfied are you with your current job?"

[2] Separate position type results are not presented when there are fewer than 15 cases reporting; however, they are included in the *Total* results.

Table I.4   **Paraprofessional Job Satisfaction[1] by Career Stage[2] by Library Sector[3]**
(Individual Survey; n=1,615)

| Library Sector | Percent "Satisfied" | | | |
	Total	Recent Entrants	Mid-Career	Senior
TOTAL	**79**	**77**	**79**	**79**
TOTAL ACADEMIC	**82**	**73**	**74**	**75**
CARL	82	74	72	75
Other Academic	81	73	78	76
TOTAL PUBLIC	**77**	**80**	**81**	**81**
CULC	76	78	78	79
Other Public	79	85	86	87
TOTAL SPECIAL	**77**	**66**	**81**	**87**
Government	76	73	82	87
Non-Profit	79	68	71	86
For-Profit	78	–	–	93
SCHOOL	**85**	**92**	**85**	**82**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on "satisfied" and "very satisfied" responses to the question: "Overall, how satisfied are you with your current job?"

[2] Recent Professional Librarian Entrants are individuals who have been working as a professional librarian for less than 6 years, Mid-career Professional Librarians have been working as a librarian for 6 to 15 ears, and Senior Librarians have been working as a librarian for more than 15 years.

[3] Separate sub-sector results are not presented when there are fewer than 15 cases reporting; however, they are included in the *Total* results.

Despite the few differences in job satisfaction between librarians and paraprofessionals, between different sectors, and between different occupational and career stages, the overall story of the results presented in this section are very positive. In the next two sections we take a closer look at the extrinsic and extrinsic components that bear on job satisfaction.

I.3　　　　　Extrinsic Benefits and Job Satisfaction

Increasing evidence suggests that employees value intrinsic factors (such as having relationships of respect, trust and loyalty with employers, having a job that is rewarding, interesting and participatory) more than extrinsic factors (such as pay, benefits, and job security). Lowe's (2000) research, for example, has found that above salary, employees are interested in career-advancement opportunities, training and development, and in employers who are supportive of their experiences with these initiatives. Still, having a job that pays well is important to most employees.

Interestingly, it is often believed that employees in the non-profit sector hold a different orientation toward extrinsic and intrinsic work factors than those in the for-profit sector. This is based on the assumption that employees are willing to accept lower salaries in return for working in a job that has social or cultural value. Known as the "donative-labour hypothesis," researchers argue that individuals who seek out employment with non-profit organizations are willing to forego higher wages in return for work that they view as being more socially worthwhile than available elsewhere (Rose-Ackerman, 1996). Some have even argued that the offering of lower wages will actually attract staff who have a more single-minded commitment to the cause of the non-profit organization (Handy and Katz, 1998).

I　　　Salary

The earnings of librarians in our sample, however, do not support Handy and Katz's assumptions about wages. Table I.5a provides the median yearly full-time salaries for all librarians, for non-management librarians, for supervisors and middle management and for upper-level management librarians. On average, all full-time librarians earned $60,000 per year. Non-management librarians earned $51,620 compared to supervisors/middle management who earned $60,000, and senior administrators who earned a median annual salary of $75,000.

These salaries are somewhat more favourable than those offered in for-profit organizations where professionals make an average of $48,000 year, for a difference of $12,000 (McMullen and Schellenberg, 2003). Since these comparative figures are based on a very different calculation method, however, caution should be taken in interpreting these numbers. Perhaps a more comparable occupational group is that of public school educators (including teachers, principals, and other school professionals) who in 2002/2003 earned an average annual salary of $58,680 (Nault, 2004).

Table I.5a **Median Yearly Librarian Salary[1] by Occupational Level by Library Sector[2]**
(Full-Time Only; Individual Survey; n=1,779)

Library Sector	$ Median Yearly Salary (Full-Time Only)			
	Total	Non-Management	Supervisors/ Middle Management	Senior Administrators
TOTAL	**60,000**	**51,620**	**60,000**	**75,000**
TOTAL ACADEMIC	**65,000**	**57,000**	**68,000**	**85,000**
CARL	67,000	57,000	70,000	92,000
Other Academic	63,000	54,500	62,475	77,000
TOTAL PUBLIC	**55,000**	**48,000**	**57,000**	**71,000**
CULC	55,000	48,280	59,000	85,000
Other Public	52,000	43,500	52,000	63,000
TOTAL SPECIAL	**58,000**	**48,000**	**59,000**	**68,000**
Government	60,000	55,000	60,800	70,025
Non-Profit	53,000	51,461	51,072	65,000
For-Profit	60,000	–	–	72,000
SCHOOL	**60,000**	**--**	**60,000**	**--**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] 80% of respondents reported on salary.

[2] Separate sub-sector results are not presented when there are fewer than 15 cases reporting.

As for sector differences in earnings, academic librarians (especially those working in CARL libraries) earn the highest salaries in all occupational levels. At the bottom end of the earnings scale are public librarians (particularly those working in non-CULC libraries), though the differences between public and special librarians are not large.

As we might expect, virtually all (93%) of librarians agree that "It is important to me to have a job that earns a fair salary." Table I.5b captures the proportion of librarians "agreeing" that they earn a fair salary. Just over seven in ten librarians responded positively, indicating that they are satisfied with their salaries. Generally, the differences in satisfaction levels by occupational level and library sector correspond with the actual salaries shown in Table I.5a. Senior administrators are the most satisfied as are academic librarians. Overall, non-management public librarians are the least likely to feel they earn a fair salary (55%). An exception to this pattern is found among school librarians, who earned average salaries, but were more satisfied with them. This is true for all occupational levels of school librarians, but notably, 100% of senior administrators working in school settings felt their salaries were fair.

Table I.5b **Percentage of Librarians Satisfied with Salary[1] by Occupational Level by Library Sector**

(Individual Survey; n=2,000)

Library Sector	Percent "Agreeing" Salary Fair[2]			
	Total	Non-Management	Supervisors / Middle Management	Senior Administrators
TOTAL	**72**	**67**	**75**	**78**
TOTAL ACADEMIC	**80**	**76**	**82**	**84**
CARL	80	76	82	87
Other Academic	80	78	82	79
TOTAL PUBLIC	**65**	**55**	**70**	**74**
CULC	65	54	69	88
Other Public	66	57	71	66
TOTAL SPECIAL	**72**	**71**	**73**	**73**
Government	80	77	82	79
Non-Profit	62	58	63	64
For-Profit	65	67	47	78
SCHOOL	**85**	**86**	**82**	**100**

Source: 8Rs Canadian Library Individual Human Resource Survey

[1] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "In my job I earn a fair salary."

[2] Although salaries are not provided for part-time librarians by library sector because of insufficient cases, the satisfaction levels provided in this table include part-time librarians. The total median yearly income of part-time librarians is $31,375.

Tables I.6a and I.6b provide the median yearly salaries and the satisfaction levels by career stage, respectively. Librarians who have been working in their careers for less than 6 years (recent entrants) earn, on average, $45,000 annually, those working between 6 and 15 years (mid-career librarians) earn $55,115, and those who have worked in their careers for more than 15 years (senior librarians) earn a median yearly salary of $66,700. Again, sector differences in salaries at all career stages are such that academics earn the highest salaries and public librarians the lowest. And again, variations in salary satisfaction parallel salaries (Table I.6b). The group least likely to view their salaries as fair are recent entrants in non-profit libraries (43%), who earn $42,500 annually.

Table I.6a Median Yearly Librarian Salary by Career Stage[1] and by Library Sector[2]
(Full-Time Only; Individual Survey; n=1,779)

Library Sector	$ Median Yearly Salary (Full-Time Only)[3]			
	Total	Recent Entrants	Mid-Career	Senior
TOTAL	**60,000**	**45,000**	**55,116**	**66,700**
TOTAL ACADEMIC	**65,000**	**47,000**	**60,000**	**74,470**
CARL	67,000	48,000	61,000	75,000
Other Academic	63,000	45,000	56,000	73,000
TOTAL PUBLIC	**55,000**	**43,000**	**50,000**	**61,000**
CULC	55,000	43,000	50,000	63,000
Other Public	52,000	42,000	51,000	58,000
TOTAL SPECIAL	**58,000**	**46,000**	**56,800**	**65,000**
Government	60,000	50,000	57,240	66,000
Non-Profit	53,000	42,500	54,000	62,000
For-Profit	60,000	–	–	67,000
SCHOOL	**60,000**	**--**	**--**	**63,550**

Source: 8Rs Canadian Library Individual Human Resource Survey

[1] Recent Professional Librarian Entrants are individuals who have been working as a professional librarian for less than 6 years, Mid-Career Professional Librarians have been working as a librarian for 6 to 15 years, and Senior Librarians have been working as a librarian for more than 15 years.

[2] Separate career stage results are not presented when there are fewer than 15 cases reporting.

[3] 80% of respondents reported on salary.

Table I.6b Percentage of Librarians Satisfied with Salary[1] by Career Stage[2] and by Library Sector[3]
(Individual Survey; n=2,000)

Library Sector	Percent "Agreeing" Salary Fair[4]			
	Total	Recent Entrants	Mid-Career	Senior
TOTAL	**72**	**64**	**69**	**77**
TOTAL ACADEMIC	**80**	**70**	**77**	**85**
CARL	80	71	80	83
Other Academic	80	68	73	89
TOTAL PUBLIC	**65**	**59**	**60**	**69**
CULC	65	59	60	69
Other Public	66	59	60	72
TOTAL SPECIAL	**72**	**63**	**73**	**77**
Government	80	79	79	80
Non-Profit	62	43	62	74
For-Profit	65	–	–	70
SCHOOL	**85**	**--**	**--**	**85**

Source: 8Rs Canadian Library Individual Human Resource Survey

[1] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "In my job I earn a fair salary."

[2] Recent Professional Librarian Entrants are individuals who have been working as a professional librarian for less than 6 years, Mid-Career Professional Librarians have been working as a librarian for 6 to 15 years, and Senior Librarians have been working as a librarian for more than 15 years.

[3] Separate career stage results are not presented when there are fewer than 15 cases reporting.

[4] Although salaries are not provided for part-time librarians by library sector because of insufficient cases, the satisfaction levels provided in this table include part-time librarians. The total median yearly income of part-time librarians is $31,375.

Table I.7a provides the median yearly salary by occupational level and for librarians working in the various provinces/regions of the country, and Table I.7b shows satisfaction levels for the same groups. Salary variation across the country is not great, ranging from a high of $66,480 in the northern Territories to a low of $53,000 in the Maritime provinces. The relatively higher salaries in the north is likely a function of the higher cost of living in these areas, but it also may reflect employers' attempts to attract professional librarians to work in this predominantly rural and remote region of Canada. The lower median incomes in the Maritimes also reflect the generally lower incomes of residents of these provinces.

Table I.7a   Median Yearly Librarian Salary[1] by Occupational Level[2] by Province/ Region
(Full-Time Only; Individual Survey; n=1,779)

Province / Region	$ Median Yearly Salary			
	Total	Non-Management	Supervisors/ Middle Management	Senior Administrators
TOTAL	**60,000**	**51,620**	**60,000**	**75,000**
British Columbia	58,000	48,000	57,000	75,000
Alberta	58,500	50,000	60,100	78,000
Saskatchewan/Manitoba	58,000	52,000	56,000	69,500
Ontario	62,000	53,000	66,000	79,000
Quebec	62,000	55,000	62,500	78,250
Maritimes	53,000	45,000	52,000	61,000
Northern Territories	66,480	–	–	–

Source: 8Rs Canadian Library Individual Human Resource Survey

[1] 77% of respondents reported on salary.

[2] Separate occupational level results are not presented when there are fewer than 15 cases reporting.

Other than the very high satisfaction levels (94%) with salary among librarians working in the northern Territories (which corresponds with their higher salaries), little variation is observed in salary satisfaction levels between the remaining provinces/territories. Nonetheless, the groups most likely to disagree that their salaries are fair are non-management librarians working in the Maritimes and senior administrators in Saskatchewan/Manitoba (Table I.7b).

Table I.7b **Percentage of Librarians Satisfied with Salary[1] by Occupational Level[2] by Province/Region**
(Individual Survey; n=2,000)

Province/Region	Percent "Agreeing" Salary Fair[3]			
	Total	Non-Management	Supervisors / Middle Management	Senior Administrators
TOTAL	**72**	**67**	**75**	**78**
British Columbia	71	58	75	87
Alberta	69	66	69	71
Saskatchewan/Manitoba	70	83	71	53
Ontario	76	70	77	85
Quebec	69	69	71	75
Maritimes	69	57	76	68
Northern Territories	94	–	–	–

Source: 8Rs Canadian Library Individual Human Resource Survey

[1] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "In my job I earn a fair salary."

[2] Separate occupational level results are not presented when there are fewer than 15 cases reporting.

[3] Although salaries are not provided for part-time librarians by library sector because of insufficient cases, the satisfaction levels provided in this table include part-time librarians. The total median yearly income of part-time librarians is $31,375.

In tables I.8a and I.8b we present median incomes and satisfaction levels by rural/urban location. Rural non-management and supervisors/middle management librarians earn 90% of the incomes of their urban counterparts, but only 82% of their senior administrator urban librarian comparative group. Though the satisfaction levels are also lower for all occupational types of rural librarians, they are most noticeably lower among senior administrators.

Table I.8a **Median Yearly Librarian Salary[1] by Occupational Level by Rural/Urban Location**
(Full-Time Only; Individual Survey; n=1,779)

Rural/Urban	$ Median Yearly Salary			
	Total	Non-Management	Supervisors/ Middle Management	Senior Administrators
TOTAL	**60,000**	**51,620**	**60,000**	**75,000**
Rural	56,000	46,700	55,000	65,000
Urban	60,000	52,000	61,000	79,500

Source: 8Rs Canadian Library Individual Human Resource Survey

[1] 72% of respondents reported on income <u>and</u> rural/urban designation

Table I.8b   **Percentage of Librarians Satisfied with Salary[1] by Occupational Level by Rural / Urban Location**
(Full-Time Only; Individual Survey; n=2,000)

Province / Region	Percent "Agreeing" Salary Fair[2]			
	Total	Non-Management	Supervisors / Middle Management	Senior Administrators
TOTAL	**72**	**67**	**75**	**78**
Rural	70	68	71	72
Urban	72	70	75	79

Source: 8Rs Canadian Library Individual Human Resource Survey

[1] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "In my job I earn a fair salary."

[2] Although salaries are not provided for part-time librarians by library sector because of insufficient cases, the satisfaction levels provided in this table include part-time librarians. The total median yearly income of part-time librarians is $31,375.

Despite the variations across sectors, regions/provinces, occupational levels, and career stage depicted in Tables I.5a through I.8b, the overall story of librarian salaries is a very positive one. The same positive assessment, however, is not as easily made for salaries earned by paraprofessional staff.

Table I.9a presents the median yearly paraprofessional salary by sector and type of position. Earning a yearly median income of $37,500, paraprofessionals earn about 63 cents for every dollar made by a professional librarian. The salary variations between sectors are also less noticeable for paraprofessionals than they are for professionals. Furthermore, in contrast to librarians (of which academic professionals made the highest salaries), paraprofessionals working in special libraries were the highest earners among this group, on average. The differences in salaries between library assistants/associates/aides and library technicians and management paraprofessionals is also not great. Still, as depicted in Table I.9b, management paraprofessionals are slightly more likely than other paraprofessionals to express satisfaction with this salaries (64% compared to the total sample of 61%). The exception to this pattern is found among school technicians and managers who earn $27,750 and $55,500, respectively. The satisfaction levels of these two groups reflect this disparity; only 39% of school library technicians compared to 76% of school library managers felt they earned a fair salary.

Table I.9a **Median Yearly Paraprofessional Salary[1] by Type of Position by Library Sector[2]**
(Full-Time Only; Individual Survey; n=1,159)

| Library Sector | $ Median Yearly Salary | | | |
	Total	Library Assistants, Assocs., Aides	Library Technicians	Management
TOTAL	**37,500**	**35,240**	**37,000**	**41,000**
TOTAL ACADEMIC	**37,000**	**36,000**	**37,000**	**41,000**
CARL	38,000	36,500	38,055	41,765
Other Academic	36,000	35,000	36,000	40,000
TOTAL PUBLIC	**36,000**	**34,000**	**38,000**	**39,800**
CULC	37,065	35,000	38,110	41,000
Other Public	34,000	28,000	34,000	35,000
TOTAL SPECIAL	**40,000**	**35,620**	**39,890**	**41,500**
Government	40,490	–	40,605	41,000
Non-Profit	35,950	–	36,400	36,750
For-Profit	40,000	–	38,500	–
SCHOOL	**39,000**	**30,000**	**27,750**	**55,500**

Source: 8Rs Canadian Library Individual Human Resource Survey

[1] 78% of respondents reported on salary.

[2] Separate sub-sector results are not presented when there are fewer than 15 cases reporting; however, they are included in the *Total* results.

Table I.9b **Percentage of Paraprofessionals Satisfied with Salary[1] by Type of Position and Library Sector[2]**
(Full-Time Only[3]; Individual Survey; n=1,666)

| Library Sector | Percent "Agreeing" Salary Fair | | | |
	Total	Library Assistants, Assocs., Aides	Library Technicians	Management
TOTAL	**61**	**59**	**61**	**64**
TOTAL ACADEMIC	**58**	**55**	**59**	**59**
CARL	56	55	59	52
Other Academic	61	56	59	70
TOTAL PUBLIC	**62**	**63**	**66**	**59**
CULC	64	62	65	68
Other Public	59	67	68	52
TOTAL SPECIAL	**62**	**56**	**63**	**68**
Government	62	54	65	64
Non-Profit	61	60	58	70
For-Profit	64	63	–	–
SCHOOL	**64**	**62**	**39**	**76**

Source: 8Rs Canadian Library Individual Human Resource Survey

[1] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "In my job I earn a fair salary."

[2] Separate sub-sector results are not presented when there are fewer than 15 cases reporting; however, they are included in the *Total* results.

[3] Although salaries are not provided for part-time paraprofessionals by library sector because of insufficient cases, the satisfaction levels provided in this table include part-time librarians. The total median yearly income of part-time paraprofessionals is $20,000.

Evan less variation is observed between paraprofessionals who have worked in their careers for less than 6 years and those working longer (Tables I.10a and I.10b). While recent entrants earned an average salary of $34,000, mid-career paraprofessionals who had been working in their careers for 6 to 15 years earned only $36,000, and those working for more than 15 years earned $40,000 annually, on average. In fact, within the school sector, recent entrants earned significantly higher salaries than senior paraprofessionals ($51,500 compared to $38,500). This disparity is reflected in the high satisfaction levels among recent entrants and the relatively low satisfaction levels among senior paraprofessionals in this sector (Table I.10b; 73% and 54%, respectively).

Table I.10a — Median Yearly Paraprofessional Salary[1] by Career Stage[2] and Library Sector[3]
(Full-time Only; Individual Survey; n=1,159)

| | $ Median Yearly Salary | | | |
Library Sector	Total	Recent Entrants	Mid-Career	Senior
TOTAL	**37,500**	**34,000**	**36,000**	**40,000**
TOTAL ACADEMIC	**37,000**	**32,470**	**35,000**	**40,000**
CARL	38,000	35,500	34,705	40,000
Other Academic	36,000	30,000	36,000	38,700
TOTAL PUBLIC	**36,000**	**34,000**	**35,000**	**38,000**
CULC	37,065	34,000	36,000	39,000
Other Public	34,000	32,605	32,000	36,500
TOTAL SPECIAL	**40,000**	**34,500**	**40,000**	**41,105**
Government	40,490	36,740	40,000	41,000
Non-Profit	35,950	34,000	37,200	42,000
For-Profit	40,000	–	–	41,500
SCHOOL	**39,000**	**51,500**	**39,000**	**38,500**

Source: 8Rs Canadian Library Individual Human Resource Survey

[1] 78% of respondents reported on salary.

[2] Recent Professional Librarian Entrants are individuals who have been working as a professional librarian for less than 6 years, Mid-Career Professional Librarians have been working as a librarian for 6 to 15 years, and Senior Librarians have been working as a librarian for more than 15 years.

[3] Separate sub-sector results are not presented when there are fewer than 15 cases reporting; however, they are included in the *Total* results.

Table I.10b   **Percentage of Paraprofessionals Satisfied with Salary[1] by Career Stage by Library Sector[2]**
(Individual Survey; n=1,666)

Library Sector	Percent "Agreeing" Salary Fair			
	Total	**Recent Entrants**	**Mid-Career**	**Senior**
TOTAL	**61**	**62**	**61**	**59**
TOTAL ACADEMIC	**58**	**62**	**59**	**56**
CARL	56	69	56	53
Other Academic	61	55	64	62
TOTAL PUBLIC	**62**	**62**	**63**	**62**
CULC	64	68	64	61
Other Public	59	51	61	63
TOTAL SPECIAL	**62**	**54**	**63**	**67**
Government	62	64	59	63
Non-Profit	61	46	64	73
For-Profit	64	–	–	75
SCHOOL	**64**	**73**	**63**	**54**

Source: 8Rs Canadian Library Individual Human Resource Survey

[1] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "In my job I earn a fair salary."

[2] Separate sub-sector results are not presented when there are fewer than 15 cases reporting; however, they are included in the *Total* results.

When examining paraprofessional salaries by level of education, an even more disturbing pattern emerges (Tables I.11a and I.11b). Paraprofessionals with a high school diploma earn 97% of the incomes earned by those with a post-secondary diploma or certificate and 95% of the incomes earned by those with a university degree. These findings strongly suggest that the credentials of paraprofessionals are not factored into salary determinations in many libraries across the country. The exception again is within school libraries, where university graduates earn much higher incomes than do post-secondary certificate/diploma recipients. Despite the salaries presented in Table I.11a, university graduates are equally likely as those with less education to feel they earn a fair salary (Table I.11b).

Table I.11a   **Median Yearly Paraprofessional Salary[1] by Highest Level of Education by Library Sector[2]**
(Full-Time Only; Individual Survey; n=1,159)

Library Sector	$ Median Yearly Salary		
	High School Diploma	**Post-Sec. Diploma/Cert.**	**University Degree**
TOTAL	**36,000**	**37,000**	**38,000**
TOTAL ACADEMIC	**37,000**	**37,155**	**37,000**
CARL	37,400	37,700	38,000
Other Academic	36,000	36,750	35,650
TOTAL PUBLIC	**35,000**	**36,000**	**37,000**
CULC	35,000	36,565	38,000
Other Public	33,000	34,000	34,500
TOTAL SPECIAL	**38,675**	**40,000**	**40,000**
Government	–	–	42,000
Non-Profit	–	–	38,000
For-Profit	–	–	40,000
SCHOOL	**--**	**29,000**	**54,000**

Source: 8Rs Canadian Library Individual Human Resource Survey

[1] 78% of respondents reported on salary.

[2] Separate sub-sector results are not presented when there are fewer than 15 cases reporting; however, they are included in the *Total* results.

Table I.11b   **Percentage of Paraprofessionals Satisfied with Salary[1] by Highest Level of Education by Library Sector[2]**
(Individual Survey; n=1,666)

Library Sector	Percent "Agreeing" Salary Fair		
	High School Diploma	**Post-Sec. Diploma/Cert.**	**University Degree**
TOTAL	**60**	**61**	**61**
TOTAL ACADEMIC	**62**	**55**	**59**
CARL	59	51	58
Other Academic	70	60	61
TOTAL PUBLIC	**61**	**63**	**61**
CULC	68	64	62
Other Public	50	62	61
TOTAL SPECIAL	**52**	**66**	**62**
Government	50	66	63
Non-Profit	–	61	63
For-Profit	–	74	60
SCHOOL	**--**	**58**	**68**

Source: 8Rs Canadian Library Individual Human Resource Survey

[1] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "In my job I earn a fair salary."

[2] Separate sub-sector results are not presented when there are fewer than 15 cases reporting; however, they are included in the *Total* results.

In summarizing Tables I.5a through I.11b, while the salaries of professional librarians defy the "donative-labour hypothesis" discussed at the beginning of this section, paraprofessional staff appear to be willing to accept lower salaries because of the benefits of working in a job that carries social or cultural value. This may be especially true for highly-educated management paraprofessionals. But since the satisfaction levels are somewhat lower among paraprofessionals than professionals, it seems that not all of the latter library staff willingly make this labour deal.

II   Benefits

Earnings are only one part of the overall compensation package. Benefits also provide an indication of the extent to which employees are recognized for their labour. Since the majority (90%) of librarians work on a full-time, permanent basis, we focus on the benefits provided to these staff in this section. The results for temporary librarians are, however, provided in Appendix Tables I.1a and I.1b, and for part-time librarians in Appendix Tables I.2a and I.2b with no further comment.

Tables I.12a and I.12b indicate that most libraries are able to offer a wide range of benefits to their librarians. A majority of libraries (and virtually all academic libraries) provide retirement or pension plans and life/disability insurance. Workers' compensation and supplemental medical/dental plans are also provided by a large majority of libraries. Somewhat fewer institutions (but still a majority) offer an employee assistance plan. With the exception of academic libraries, the remaining benefits are provided by a much smaller proportion of organizations in the sample. The tables also reveal that these extrinsic benefits are offered less frequently in small public libraries while academic librarians are more likely to receive such benefits.

Table I.12a   **Benefits Offered to Full-Time, Permanent Librarians by Library Sector[1]**
(Institutional Survey; n=270)

Library Sector	Percent of Organizations Offering Benefit					
	Worker's Comp.	Dental Plan	Medical	Life/ Disability Insurance	Retirement/ Pension Plan	Group RRSP
TOTAL	**87**	**84**	**88**	**95**	**92**	**39**
TOTAL ACADEMIC	**92**	**86**	**92**	**98**	**98**	**42**
CARL	100	89	100	100	100	42
Other Academic	88	84	88	97	97	42
TOTAL PUBLIC	**90**	**82**	**86**	**91**	**92**	**30**
CULC	92	96	96	100	100	31
Other Public	90	78	83	89	90	30
TOTAL SPECIAL	**78**	**85**	**87**	**97**	**94**	**47**
Government	84	81	91	97	97	41
Non-Profit	77	87	83	97	80	43

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Table I.12b Benefits Offered to Full-time, Permanent Librarians by Library Sector[1]
(Institutional Survey; n=270)

Library Sector	Percent of Organizations Offering Benefit			
	Employee Assistance Program	Education Leave	Sabbatical/ Research Leave	Tenure
TOTAL	**69**	**44**	**33**	**13**
TOTAL ACADEMIC	**80**	**68**	**59**	**39**
CARL	96	77	73	65
Other Academic	72	63	53	26
TOTAL PUBLIC	**59**	**28**	**18**	**2**
CULC	89	46	16	0
Other Public	51	23	18	2
TOTAL SPECIAL	**72**	**41**	**26**	**3**
Government	81	63	34	3
Non-Profit	77	28	23	0

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Overall, these benefits compare very favourably to those offered among Canadian workplaces in general. For example, only one-half of the labour force has employer-sponsored pension plans (Lowe, 2000), compared to 92% of librarians. The proportion of libraries offering benefits is also somewhat higher than in other non-profit organizations. While 79% of non-profit organizations offer supplemental medical benefits to their full-time employees (McMullen and Schellenberg, 2003), 88% of libraries in our sample provided this benefit.

As depicted in Table I.13, 4 in 5 librarians expressed satisfaction with their benefit packages (see Appendix Table I.3 and I.4 for satisfaction levels with benefits by career stage and work status). Somewhat smaller proportions of non-management are satisfied, with CULC non-management professionals the least satisfied of all librarians (57%). Interestingly, however, CULC senior administrators are among the most satisfied with the benefits provided by their libraries (90%).

Table I.13   **Percentage of Librarians Satisfied with Benefits[1] by Occupational Level by Library Sector[2]**
(Individual Survey; n=2,006)

Library Sector	Percent "Agreeing" Benefits Adequate			
	Total	Non-Management	Supervisors/ Middle Management	Senior Administrators
TOTAL	**80**	**73**	**84**	**85**
TOTAL ACADEMIC	**85**	**82**	**88**	**89**
CARL	86	82	88	93
Other Academic	84	82	86	84
TOTAL PUBLIC	**73**	**58**	**80**	**82**
CULC	72	57	81	90
Other Public	74	63	77	78
TOTAL SPECIAL	**84**	**80**	**87**	**84**
Government	91	84	97	90
Non-Profit	75	78	73	75
For-Profit	82	87	69	89
SCHOOL	**91**	**--**	**100**	**--**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on respondents agreeing with the statement: "In my job I receive adequate benefits."

[2] Separate sub-sector results are not presented when there are fewer than 15 cases reporting; however, they are included in the *Total* results.

Though we do not have information about the benefits provided to paraprofessional staff, we do have data showing the extent to which they are satisfied with the benefits offered in their jobs (Table I.14). Overall, paraprofessionals are somewhat less likely to agree that the benefits they receive in their jobs are fair (70%). Library assistants, associates, and aides are the least satisfied, as are public sector paraprofessionals.

Table I.14   **Percentage of Paraprofessional Staff Satisfied[1] with Benefits by Type of Position by Library Sector[2]**
(Individual Survey; n = 1,680)

Library Sector	Percent "Agreeing" Benefits Adequate			
	Total	**Library Assistants, Assocs., Aides**	**Library Technicians**	**Management**
TOTAL	**70**	**64**	**74**	**73**
TOTAL ACADEMIC	**78**	**77**	**77**	**84**
CARL	79	79	77	81
Other Academic	77	70	77	88
TOTAL PUBLIC	**56**	**48**	**65**	**60**
CULC	59	51	59	79
Other Public	50	38	83	44
TOTAL SPECIAL	**75**	**60**	**79**	**77**
Government	81	65	85	83
Non-Profit	63	50	65	68
For-Profit	86	–	83	–
SCHOOL	**77**	**82**	**65**	**81**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on respondents agreeing with the statement: "In my job I receive adequate benefits."

[2] Separate sub-sector results are not presented when there are fewer than 15 cases reporting; however, they are included in the *Total* results.

Overall, the results in this section suggest that the extrinsic benefits provided to professional librarians are superior to those offered to paraprofessionals. Despite these differences, however, satisfaction levels among paraprofessionals are comparable to those of professionals. But extrinsic factors only present part of the job satisfaction story, since we know that employees tend to put more value on the intrinsic factors offered in their jobs. We look at some of the most important intrinsic factors provided to library staff in the following section.

Somewhat high levels of job satisfaction among librarians and para-professionals is in part attributable to the very good extrinsic rewards offered in most Canadian libraries.

I.4   Intrinsic Benefits and Job Satisfaction

The examination of the relationship between intrinsic rewards, productivity, and job satisfaction is a pervasive element of the human resource literature. Central to contemporary management approaches are work reform schemes such as job enlargement, job enrichment, quality circles, and participative management. Implementing such initiatives can result in mutual gains for employers and employees in terms of increased productivity and job satisfaction, respectively.

I   Job Strategies and Job Satisfaction

The work organization practices presented in Table I.15 suggest that while many libraries have implemented the previously-mentioned types of programs that contribute to a quality of work life, room for improvement clearly exists.

Problem-solving teams are practiced by half of the libraries, and most predominantly so in the CARL and CULC sectors (81% and 65%, respectively). But job enrichment, job sharing, or job rotation are practiced by only a minority of libraries, though again they are more common practices in CARL and CULC libraries. Since these types of job strategies are known to enhance skill flexibility (and our analysis indicates that librarians are increasingly required to learn new skills and to focus more on becoming generalists), libraries might benefit from their implementation. These job strategies can also rejuvenate and motivate staff by providing task variety, as well as furnishing them with a greater range of marketable skills that can be transferred from position to position or organization to organization.

Table I.15   Percentage of Organizations Employing Job Strategies for Professional Librarians by Library Sector[1]
(Individual Survey; n=272)

Library Sector	Percent of Organizations Employing Job Strategy			
	Problem-Solving Teams	Job Mentoring	Job Enrichment	Job Rotation
TOTAL	**50**	**30**	**26**	**11**
TOTAL ACADEMIC	**59**	**41**	**36**	**15**
CARL	81	58	58	27
Other Academic	48	33	26	10
TOTAL PUBLIC	**50**	**25**	**25**	**13**
CULC	65	46	36	31
Other Public	46	18	21	8
TOTAL SPECIAL	**41**	**27**	**17**	**5**
Government	44	31	13	6
Non-Profit	43	26	21	6

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

II   *Job Empowerment and Job Satisfaction*

Human resource practitioners have increasingly recognized that the participation and empowerment of employees is of benefit to both parties. Leckie and Brett (1997), who studied the job satisfaction of Canadian university librarians, concluded that adding greater involvement of librarians in organizational development (i.e., high-level decisions) counters the routine nature of the profession and is a solution to rejuvenating employees. The research further revealed that salary is only weakly related to overall satisfaction. Instead, the best predictors of overall job satisfaction are participation variables--for example, feeling involved, informed, consulted, and in control of daily activities. Empowerment also bears on our findings of the increased need for librarians to perform leadership roles. Insofar as leadership involves self-initiative and the ability to develop and implement goals and visions, the more librarians are involved in the decision-making process, the better able they will be to carry out these initiatives.

Table I.16 presents a series of individual survey responses that pertain to librarians' participation in the decision-making process. Clearly, it is important to professional librarians that they be able to participate in decisions that directly affect their area of work, with 9 in 10 agreeing with this statement. However, only 77% of those indicating that this level of participation is important are in jobs that allow them to participate in local-level decision making. The interest in participating in higher-level decisions that affect the overall library, however, is significantly lower, as are those reporting that their job allows them to participate in these higher-level decisions. The difference between interest levels and actual participation is not greater for local than it is for global decisions. These

findings, therefore, indicate a closer match between the interest and actual participation for higher-level decisions than that for local decisions.

Sectoral differences in empowerment also demonstrate that the structures of most large organizations (e.g., CARL and CULC) serve as barriers to the full participation of their librarian staff. Conversely, the flatter organizational structures typical of smaller libraries (e.g., non-CULC, non-profit, and for-profit libraries) permit a greater proportion of librarians to participate in decisions at both levels. Still, with few exceptions, the empowerment of librarians does not appear to be a problem in most libraries across the country.[32] Though interest in participating in decision-making is lower among paraprofessionals, the same sector conclusions can be applied to this workforce (Table I.17)

Table I.16   Librarian Empowerment and Involvement in Decision Making[1] by Library Sector
(Individual Survey; n=2,007)

	Percent "Agreeing" that "I participate in…"			
	Decisions About My Area		Decisions About the Overall Library Strategy	
Library Sector	Involvement in Decisions Important	Job Allows Involvement in Decisions	Involvement in Decisions Important	Job Allows Involvement in Decisions
TOTAL	**90**	**77**	**76**	**65**
TOTAL ACADEMIC	**91**	**78**	**76**	**66**
CARL	88	74	70	59
Other Academic	96	86	86	77
TOTAL PUBLIC	**90**	**73**	**73**	**60**
CULC	91	68	72	50
Other Public	89	86	77	82
TOTAL SPECIAL	**88**	**81**	**80**	**73**
Government	84	76	73	68
Non-Profit	93	85	89	75
For-Profit	96	87	92	86
SCHOOL	**94**	**81**	**97**	**78**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Among those reporting involvement important.

[32] Contrary to what we might expect, the measures of library empowerment in the institutional survey were not quite as positive as those presented in Table I.16. While 65% of librarians indicated they participated in overall library decisions, only 48% of library administrators responded similarly (see Appendix Table I.5). We have no logical explanation for this discrepancy, except that perhaps these librarians are not aware of all the different types of higher-level decisions that they could participate in.

Table I.17   **Paraprofessional Empowerment and Involvement in Decision Making[1]**
by Library Sector
(Individual Survey; n=1,677)

| | Percent "Agreeing" that "I participate in…" | | | |
| | Decisions About My Area | | Decisions About the Overall Library Strategy | |
Library Sector	Involvement in Decisions Important	Job Allows Involvement in Decision	Involvement in Decisions Important	Job Allows Involvement in Decisions
TOTAL	**71**	**60**	**47**	**52**
TOTAL ACADEMIC	**71**	**53**	**39**	**37**
CARL	68	49	34	32
Other Academic	75	60	49	41
TOTAL PUBLIC	**65**	**57**	**40**	**46**
CULC	64	50	32	30
Other Public	68	71	56	66
TOTAL SPECIAL	**74**	**69**	**57**	**63**
Government	67	63	51	58
Non-Profit	85	74	60	63
For-Profit	74	77	71	80
SCHOOL	**89**	**78**	**82**	**77**

Source: 8Rs Canadian Library Human Resource Individual Surveys

[1] Among those reporting involvement important.

III   *Workload, Stress, and Work-Life Balance*

Excessive job-related stress can inhibit productivity through job dissatisfaction. Health and disability claims and stress-related leaves are on the rise in Canada (Lowe, 2000). Higgins and Duxbury (2002), for example, found that the demands of the workplace have increased over the past decade, and that workloads are especially high among managers and professionals, as well as among those working in the non-profit sector. The health implications of stress are also widely acknowledged. Hence, our assessment of the quality of work includes an examination of workload manageability, job stress levels, and the ability of library staff to balance work with their family and personal lives.

The intrinsic benefits provided to librarians and paraprofessionals suggest a very good quality of work life is provided in Canadian libraries. The one caveat to this conclusion is the somewhat high levels of job-related stress that are reported, perhaps stemming from excessive workloads.

The results presented in Table I.18 are not nearly as positive as other measures of the quality of work. Only 2 in 5 librarians indicated that their workloads are manageable, and 1 in 4 agreed that they have little work-related stress. Considerably more (62%) reported that they are provided with the opportunity to balance work and family/personal life in their jobs, although this proportion is not as high as would be desirable. A slightly higher proportion of special librarians report manageable workloads and stress levels, and these librarians were also more likely to state they were able to balance work and family. Perhaps predictably, however, very few (18%) school librarians report having "little work-related stress."

These signs of job stress among professional librarians should not be overlooked by human resource managers and library administrators. Recalling that the ability to handle a high-level workload is one of the top most important and difficult to fulfill competencies when hiring librarians (Tables D.4a-c), it is clear that administrators and human resource managers recognize that workloads are demanding.

Table I.18 **Librarian Workload Manageability, Job Stress, and Work-Family Balance by Library Sector**

(Individual Survey; n=2,001)

Library Sector	Percent "Agreeing"		
	Workload Manageable[1]	Little Job Stress[2]	Job Allows Work, Family, Personal Life Balance[3]
TOTAL	**39**	**24**	**62**
TOTAL ACADEMIC	**36**	**23**	**60**
CARL	35	22	61
Other Academic	38	23	60
TOTAL PUBLIC	**38**	**23**	**60**
CULC	38	22	60
Other Public	38	26	60
TOTAL SPECIAL	**47**	**27**	**67**
Government	47	29	63
Non-Profit	46	27	73
For-Profit	46	19	66
SCHOOL	**42**	**18**	**63**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "In my job I have a manageable workload."

[2] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "In my job I have little work-related stress."

[3] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "In my job I am provided with the opportunity to balance work and family or personal life."

Results from several other questions support these findings and suggest that workloads and stress levels have recently increased. Compared to 5 years ago, 55% of mid-career and senior librarians indicate they work harder now, and 67% agreed that their job is more stressful.

The paraprofessional results from our survey were slightly more positive, although still only half (53%) indicated that their workloads are manageable and even fewer (35%) that their job-related stress is low (Table I.19). Public paraprofessionals are marginally more likely to agree with these statements, but paraprofessionals working in school environments appear to be especially stressed because of their workloads and inability to balance work and family life.

Table I.19   **Paraprofessional Workload Manageability, Job Stress, and Work-Family Balance by Library Sector**
(Individual Survey; n=1,673)

Library Sector	Percent "Agreeing"		
	Workload Manageable[1]	Little Job Stress[2]	Job Allows Work, Family, Personal Life Balance[3]
TOTAL	**53**	**35**	**75**
TOTAL ACADEMIC	**53**	**37**	**75**
CARL	51	37	74
Other Academic	57	38	77
TOTAL PUBLIC	**57**	**34**	**75**
CULC	57	30	74
Other Public	58	41	79
TOTAL SPECIAL	**53**	**38**	**78**
Government	49	39	78
Non-Profit	54	42	80
For-Profit	66	31	75
SCHOOL	**43**	**29**	**66**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "In my job I have a manageable workload."

[2] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "In my job I have little work-related stress."

[3] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "In my job I am provided with the opportunity to balance work and family or personal lib."

Respectful treatment by co-workers has recently been found to be one of the most important elements valued by employees. Respectful relationships are, furthermore, even more important for women than for men (Maxwell and Saunders, 2003). It is, therefore, no surprise that virtually all the librarians and paraprofessionals in our study indicated that it is important to them that they are treated with respect by their superiors (Table I.20). Comparatively, however, only 77% of librarians and 75% of paraprofessionals agreed that this respect is conferred by their superiors in their jobs.

Table I.20

**Respectful Treatment of Librarians and Paraprofessionals
by Library Sector**
(Individual Survey)

	Percent "Agreeing"			
	Important to be Treated with Respect by Superiors[1]		Superiors Treat me with Respect[2]	
Library Sector	Librarians (n=1,932)	Paraprofs. (n=1,602)	Librarians (n=1,890)	Paraprofs. (n=1,567)
TOTAL	**98**	**98**	**77**	**75**
TOTAL ACADEMIC	**98**	**98**	**77**	**71**
CARL	98	97	77	72
Other Academic	98	99	77	70
TOTAL PUBLIC	**97**	**98**	**74**	**77**
CULC	97	99	72	76
Other Public	98	98	80	79
TOTAL SPECIAL	**99**	**98**	**81**	**79**
Government	100	98	80	76
Non-Profit	99	100	86	84
For-Profit	100	97	77	81
SCHOOL	**100**	**98**	**66**	**75**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" that "It is important to have a job in which I am treated with respect by my superiors."

[2] Among those reporting that it is important to be treated with respect by superiors, based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" that "In my job I am treated with respect by my superiors."

IV   Most Important Contributors to Job Satisfaction

A multivariate regression analysis of the major contributors to job satisfaction revealed that the two single most important factors for both professionals and paraprofessionals are that they are treated with respect by their superiors, and that they work in a job that allows them to grow and learn new skills.[33] The former results are in line with a growing body of human resource research demonstrating that respect is often, above all else, the most important reward that can be provided to employees to enhance job satisfaction and productivity (Lowe, 2000). That it is so important to library staff to be able to develop professionally is a very positive finding as well since it fits well with the dynamic needs of a changing library sector.

Library staff are most satisfied with jobs that are allow them to grow and learn new skills in an environment that is characterized by respectful relationships with superiors.

[33]These two elements explain 32% of the variation in job satisfaction, and are the most important elements for both librarians and paraprofessionals. Specifically, regression coefficients for "treated with respect by superiors" is 0.352 and for "job allows me to grow and learn new skills" is 0.342.

I.4   Strategic Human Resource Planning Implications

- Job satisfaction for both librarians and paraprofessionals is fairly high. For librarians, this satisfaction is slightly higher for recent entrants and senior librarians than for mid-career librarians. Across occupational levels, overall job satisfaction for all library staff tends to grow slightly as occupational levels increase. Still, the overall measure of job satisfaction and the many job satisfaction sub-indicators examined in this section suggest a very positive rating of the quality of work offered within Canadian libraries. This conclusion might be used as a promotional element to help attract individuals to the profession.

- Salary satisfaction levels, however, are a slightly different story. While 72% of librarians agree that they earn a fair salary, non-management public librarians are least likely to be satisfied, with only 55% agreeing their salary is fair. Overall, paraprofessionals are much less satisfied with their salaries (61%) than librarians. At the same time, the majority of paraprofessionals have high levels of education, with 50% possessing a university degree. And, we have noted that roles between librarians and paraprofessionals have been shifting within the workplace. When reviewing salary scales, administrators should be conscious of the impact of educational credentials and shifting roles.

- While salaries should be linked to both educational credentials and position responsibilities, if libraries' ability to pay higher salaries is circumscribed by budget limitations, they should examine the intrinsic benefits within the workplace and see how these can help offset lower salaries.

- Library paraprofessionals working in schools have much lower satisfaction levels with salaries as compared to school librarians. As the school library system attempts to survive the impact of cuts, school administrators should be very aware of not only the shrinking component of librarians in school libraries, but also the low satisfaction level of library technician staff (who may be taking responsibility for the library at a lower salary).

- While library staff empowerment overall does not appear to be a problem, it is higher for librarians than it is for paraprofessional staff. Again, considering the education levels of paraprofessionals, and their changing roles, libraries should examine how local and global decisions are made in the workplace, and endeavour to involve staff throughout the organization, where feasible.

- Library administrators need to carefully watch both the workload and the job stress levels of their staff which appear to be increasing for both professionals and paraprofessionals.

- Key contributors to job satisfaction for library staff are respect from supervisors and the desire to grow and learn new skills. These are congruent with library institutional needs to continue to innovate as they respond to changing user demands and new technologies. In order to build healthy workplaces, senior managers need to understand where their staff are both satisfied and dissatisfied, and provide opportunities to staff throughout the organizational hierarchy, while clearly communicating the limitations within which the institution must function.

Numerical Librarian Demand-supply Match

J.1   Introduction

A primary goal of this project is the provision of a research-based investigation into claims of an impending crisis in the supply of librarians. Is the anecdotal evidence of a crisis representative of the Canadian library situation? Does the American perception of a crisis apply to Canadian libraries? Specifically, will libraries be vying for scarce human resources or will they be able to meet their future need for librarians?

Answers to these questions will be addressed by first examining the predicted future demand for librarians, followed with an assessment of the match to this demand by the predicted supply. In ascertaining demand, one needs to consider the wider contextual elements of Canada's social, cultural, and economic climate that affects libraries' expressed need to increase their librarian corps, or not. In our demand assessment, however, we draw upon the expressed predictions of those in the community itself. The numerical supply of librarians can be predicted with a simple formula that takes the existing staffing complement, subtracts numbers of retirements and adds numbers of graduates. The most important intervening variable, however, is the administrative and financial ability of libraries to facilitate the demand-supply equation. This analysis involves the fusion of a wide assortment of data. Some of this information has already been presented in this report; however, we draw upon additional 8Rs survey data and other existing research to answer the demand-supply question.

In addressing each of these elements it is important to first examine historical trends. We begin the analysis, therefore, with a presentation of data depicting the contraction/expansion of librarian staff in 2002.

J.2   Librarian Staff Growth in 2002

Based on the results from the institutional survey, Table J.1 presents the net gain or loss between the number of librarians leaving and the number hired in the year 2002, for the total sample and for each library sector. These data allow us to determine the extent to which organizations have experienced librarian mobility in and out of their libraries, as well as provide an estimate of expansionary (as opposed to replacement) hiring.

Only half of the libraries had at least one librarian depart, or recruited one librarian in 2002. Not surprisingly, non-profit libraries were the least likely (28%) to experience librarian mobility in or out of their organizations in 2002. All CARL and CULC libraries, on the other hand, experienced a departure or hire.

For the total sample, the difference between the number of librarians leaving and those being hired was +91, for a 2002 growth rate in the librarian workforce of 3.0 percentage points. As we might expect, the two largest segments (CARL and CULC libraries) together accounted for the vast majority of growth (84%). Only government libraries experienced a contraction in their librarian workforce of 4.5 percent in 2002.

Table J.1   Net Gain/Loss of Librarians[1] in Past Year by Library Sector
(Institutional Survey; n=288)

Library Sector	% Orgs with Librarian Departures or Hires	Numerical Net Librarian Gain/Loss	Proportional Librarian
TOTAL SAMPLE	**50**	**+91**	**+3.0%**
TOTAL ACADEMIC	**60**	**+50**	**+3.8%**
CARL	100	+41	+3.7%
Other Academic	43	+9	+4.4%
TOTAL PUBLIC	**53**	**+43**	**+2.8%**
CULC	100	+35	+2.8%
Other Public	41	+8	+2.7%
TOTAL SPECIAL[2]	**34**	**-2**	**-1.0%**
Government	42	-5	-4.5%
Non-Profit	28	1	+1.2%

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on the difference between the number of librarians hired in the past year (between January 1, 2002 and December 31, 2002) and the number of librarians leaving the organization in the past year, which includes an estimate of retiring librarians based on retirements in past 5 years divided by 5.

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

The table demonstrates that libraries hired more librarians than they lost (from voluntary or involuntary departures, or retirements). These results indicate overall sector growth in the number of librarians in the Canadian library system. But this growth is occurring disproportionately across sectors; academic libraries grew the most rapidly in 2002 (3.8%), followed by public libraries (2.8%). Non-profit libraries grew at a much smaller rate of 1.2%, while government libraries contracted by 4.5 percentage points. It should be remembered, however, that this small growth represents a snapshot of one year and likely recaptures only part of the librarian shrinkage that occurred over the 1990s. Recently released data from Durand (2004) indicates that between 1991 and 2002, the number of librarian jobs shrank an average of 3.6% each year, equaling a total change of 33% fewer jobs in 2002 than 10 years previously.[34] The National Core Library Statistics Program also found that professional librarians comprised a smaller portion of all staff in 1999 than they did in 1994, at 22% in 1999, down from 26% in 1994 (Schrader and Brundin, 2002). Furthermore, Canadian academic research libraries lost almost 12% of their professional staff between 1994 and 1998 (Wilder, 2000).

The ability of the system to accommodate new librarians should also not be overlooked. From the perspective of the recent librarian graduate looking for work, the results are promising, since it appears that the system is able to accommodate some growth, not solely by hiring to replace departing librarians, but also through the creation of new librarian positions.[35] From the point of view of recent graduates or currently-employed librarians looking to change employers, opportunities to find employment are highly dependent upon the library to which they are

[34] Since Statistics Canada uses a much broader definition of "librarian" (e.g., it includes non-MLIS graduates), comparisons between our findings and Statistics Canada's figures must be made with caution.

[35] Given the contraction environment that characterized many libraries in the early-to-mid 1990s, these apparent new positions might simply be old positions that have been vacant for some time, which are only now being filled, as hiring freezes are lifted and budgets improved.

applying. A logical strategy would be to cast one's application net as wide as possible when looking for work in the library sector. This, indeed, already appears to be the case among recent graduates (Table D.10). A review of MLIS graduate surveys reveals that new professionals have had stronger recent success in obtaining work than they did in the early 1990s.[36] The likelihood of employment for recent graduates appears to be most promising in the academic and public sectors.

In 2002, public and academic libraries experienced net increases in their numbers of librarians, whereas special libraries experienced a small net loss.

That the sector experienced expansion also has implications for the aging workforce and for the ability to compensate for retirements. If the growth continues at a similar rate as observed in 2002, the numerical loss of professionals from retirements should be offset (if retirements occur as is predicted in Section E.4).

Overall growth in the number of librarians in the Canadian library system also has important implications for the age profile of librarians, since new entrants inject a younger age demographic into the system. As new librarians enter the system and senior librarians retire, the continuation of an aging librarian demographic is curbed to some extent. But, again, since this growth comes after a decade of staffing cutbacks, expansion will need to continue at a similar (or perhaps even greater) pace for several years before we see a significant limiting effect on aging. Indications are, however, that the majority of libraries feel an increased need for more librarians over the next 5 years (see Table J.2). Insofar as libraries are able to meet this increased need, then we might project a future librarian age profile that is slightly younger than we see currently. This projected future is tenuous at this point, given the many factors that play into libraries' ability to meet an increased demand. Still, this likelihood is the most plausible for academic libraries since they are experiencing higher numbers of librarian retirements and new recruits, and are more likely to have the resources to fulfill an increased need for librarians.

With these results in mind, we now turn our attention to the recent historical and future numerical demand for librarians.

J.3   Past and Future Numerical Librarian Demand

Within the largest framework, the determination of future librarian demand should consider the social, cultural, and economic environment in Canada. In this light, the position of libraries in the knowledge economy and their utilization of information technology are paramount influences on the future growth, contraction, or stability of libraries' staffing complements. If libraries become an integral part of the knowledge economy, then demand for the librarian role will increase. For example, Hoffert (1998) argues that librarians will strengthen their roles in the information society by organizing and validating the flood of information and becoming the conduit for users to gather and analyze the information they receive.

From the position of library administrators themselves, it is clear that there has been, and will continue to be, an increased demand for librarians. Table J.2 shows that three-quarters of all libraries in the institutional sample experienced an increased demand for more professional librarians in the past 5 years to some extent. Academic libraries (especially CARL institutions) were the most likely to indicate such an increase (86%), followed by public (75%) and non-profit (78%) libraries. The much lower librarian demand in government libraries (58%) conforms to the contraction that occurred in this sector in 2002 (Table J.1).

---

[36] For example, McGill reports 96% of 2002 graduates had found employment one year after graduating compared to 82% in 1994. Toronto graduates report similar placement levels; while only 66% of 1996 graduates were working in the field a year after leaving the school, 93% of those from the class of 2000 could make the same statement.

Table J.2   Past and Future Demand Increase[1] for Professional Librarians by Library Sector

(Institutional Survey; n=276)

Library Sector	Percent reporting increased demand for librarians "to some" or "a great" extent	
	Past 5 Years	Next 5 Years
TOTAL	76	77
TOTAL ACADEMIC	86	83
CARL	96	96
Other Academic	81	76
TOTAL PUBLIC	75	77
CULC	77	89
Other Public	75	74
TOTAL SPECIAL[2]	69	71
Government	58	70
Non-Profit	78	77

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "not at all" and "5" meaning "to a great extent" to the question: "To what extent has the need for more professional librarians increased <u>in the past 5 years</u>?" and "To what extent will the need for more professional librarians occur at your organization <u>over the next 5 years</u>?"

[2] <u>For-Profit</u> library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

The increase in the librarian workforce in 2002 suggests that many libraries were able to meet their increased demand in this particular year. Furthermore, since most libraries did not experience great difficulty recruiting (as demonstrated in Section D.3), the findings allow us to conclude a fairly good match between supply and demand in recent years. But what of the future?

The same proportion (77%) of libraries also indicated that their demand for librarians will continue to increase over the next 5 years (at least to some extent). As was the case for past demand, academic libraries are significantly more likely to report that their need will continue to increase (96%), but so too are CULC libraries (89%). Though government libraries were less likely to indicate past demand, their predictions of future demand are more in line with other sectors. The results presented in Table J.2, therefore, paint an overall picture of increasing future librarian demand.

The results of the question on the future demand are supported by our in-depth interviews with 17 library directors and administrators. However, while many of these individuals felt they would need more professional librarian positions, they were uncertain about whether their budgets would permit this development. Some respondents commented that they would be required to restructure positions and reassign the roles of retiring librarians instead of creating new positions or filling positions made vacant through retirements.

The increased future demand has obvious implications for recruitment. If librarians retire during the same period that they are needed in increasing numbers, further strain on the system may be apparent in terms of having to recruit both to replace retiring librarians, as well as to fill newly-created positions. The extent to which recruitment activity will need to be enhanced, however, depends upon whether libraries will be in a position to create new positions to meet their increased demand, with funding being the most influential factor. Whether the supply of librarians will be able to meet the demand is the second key feature of this analysis that is examined below.

J.4   Can Supply Meet Increased Demand?

Having concluded that the demand for librarians will increase in the near future, the pivotal question to be addressed is whether the supply of professional librarians will be sufficient to meet this demand. We begin, first, by estimating the future librarian supply.

The two most important considerations in estimating the future numerical supply of librarians are the numbers departing the sector through retirements and the influx of new entrants based on graduation data. While departures for non-retirement reasons may also occur, this is not a strong likelihood considering the low levels of concern regarding librarian retention, itself evidenced by the preponderance of individuals who have remained at a single institution for most of their careers. Similarly, the contributing effect of immigrant librarians on the supply does not bear very much weight on the equation given the small proportion of immigrant librarians in our individual sample (2%). The absence of these numbers is a limitation of the librarian supply calculations; however, it is assumed that the loss of librarians due to non-retirement reasons could be offset from the gain of immigrant librarians, resulting in a negligible influence on librarian supply. But, since we know that a certain portion of new MLIS graduates emigrate to other countries (mostly, the United States), and a certain portion find employment outside of the traditional sector, these numbers are removed from our estimation of the number of graduates.

The short-term professional librarian demand-supply match does not suggest a crisis situation; however, all other factors bearing equal weight on the field, the longer-term picture suggests a librarian shortage.

Table J.3 captures this formula and provides an estimate of the librarian supply over the next 5 and 10 years. The formula starts with an estimate of the current librarian workforce, plus an estimation of graduates who will be working in the Canadian traditional library sector, less an estimation of the number of retirements. Beginning with a current librarian workforce of 11,700, adding the estimated 1,600 MLIS graduates who will enter the library sector within the next 5 years, and subtracting the estimated 1,870 librarians who will retire during this same time period, we arrive at a final librarian workforce of 11,430 by 2009. This represents 98% of the original librarian workforce, indicating that there will be relative stability in the supply of librarians in 5 years.

Table J.3   Predicted Future Librarian Supply

Time Period	Current Librarian Workforce[1]	New Librarian Entrants[2]	Departures from Retirement[3]	Future Librarian Workforce	Future Librarians as % of Current Librarians
In 5 years (2009)	**11,700**	**+1,600**	**- 1,870**	**11,430**	**98%**
In 10 years (2014)	**11,700**	**+ 3,250**	**- 4,560**	**10,390**	**89%**

[1] The estimated current number of librarians is based on the 9,000 FTE estimates used to predict retirements, multiplied by a conversion factor of 1.3 to provide number of librarians from FTE. The 9,000 FTE estimate is based on a number of data extrapolations. First, when extrapolating from our own institutional survey, estimates are 8,500 FTE librarians, not including school librarians. The National Core Library Statistics program arrives at a similar estimate of 8,360 FTE librarians, not including school librarians, which is equivalent to about 20% of all FTE staff. They further estimate 7,800 FTE total staff in school libraries. Our data suggest that professional librarians, as a proportion of library school staff, is decreasing (e.g. there are now roughly 4 paraprofessionals for every 1 professional librarian working in school libraries). We, therefore, add 10% of the school total staff of 7,800 FTE to the 8,500 FTE librarians to arrive at a rounded figure of 9,000 FTE librarians working in Canada.

[2] Based on a compilation of graduate survey results from SLIS programs, we estimate a total of 433 graduates per year (or an average of 62 graduates per school) which equates to 2,165 graduates over 5 years and 4,300 over the next 10 years. The graduate survey results also provide an indication of how many students found work in the U.S. and in other non-traditional library sectors. Based on these results, we c⊠
= 3,250).

[3] Retirement figures are from Table E.7 and are based on a 5-year retirement rate of 16% of the current labour force and a 10-year rate of 39%.

With the greatest proportion of retirements predicted to occur between the next 5 and 10 years (i.e., between 2009 and 2014), the 10-year scenario provided in Table J.3 shows the librarian workforce at only 89% of what it is currently. Hence, while the short-term supply of librarians is predicted to be very similar to what it is now, the long-term picture is more troubling. This is perhaps especially so in light of the fact that we do not have any substantive reason to believe that the demand for librarians will decrease to match the reduction in supply. As we concluded in the prior section, there is strong reason to believe that, in fact, the librarian demand will increase.

With the supply decreasing at the same time as demand increases, the future situation for the Canadian library sector is one of a librarian shortage.

This conclusion is made, however, with several caveats. First, while we are more confident about the short term prediction of the number of librarians, the 10-year prediction is less reliable, simply because the chances that the influence of any one variable will change increases over time. As we have already demonstrated in Section E on retirements, the concentrated demographic of librarians in the older age categories, combined with the wide range of possible ages that librarians will actually retire, means that the estimated number of retirements could easily be lower or higher than we have predicted. The capacity of library schools could also quite easily change within the next 10 years. Also important to consider is the changing environment of the library sector, which continues to restructure itself to accommodate new technologies, diverse service demands, and the retirements themselves.

Furthermore, though we have strong evidence to suggest that libraries believe their demand for librarians will increase in the future, another matter altogether is whether or not they have the financial resources to create these new positions. With six in ten libraries citing "limited budgets" as a barrier to recruitment, it is not likely that most libraries will be in a position to create new positions as needed. Rather, it may be that positions are restructured to accommodate increased demand. However, careful consideration should be placed on the workloads assigned to individual librarians that result from restructuring since over half of professional librarians report that they are already carrying unmanageable workloads (Table I.18).

Lastly, examining libraries' experiences in the recent past with respect to the size of their librarian workforce helps to contextualize the level of concern that is appropriate to place on a reduction in the librarian workforce. Largely due to budget cuts and restructuring, the librarian workforce shrunk during the 1990s by up to one-third, according to at least one estimate (Nault, 2004). This is much higher than our prediction of a 11% reduction over the next 10 years (Table J.3). We also know that a wave of retirements has already occurred, resulting in the departure of about one in ten librarians between 1997 and 2002 (Table E.1). Under these conditions, however, most libraries appeared able to cope with reductions in their librarian workforce as indicated by their relatively low levels of difficulty recruiting. Although they have experienced greater problems replacing the competencies held by retiring librarians, the problems are not yet extensive nor widespread. Again, however, the restructuring of positions to accommodate the workforce reduction during the 1990s may have resulted in undue workloads and stress (Section I.3 III).

J.5   Paraprofessional Demand-Supply Projections

As is the case for professional librarians, determination of the future demand for paraprofessionals must be couched in the larger information demands arising from the social, economic and cultural Canadian context. The future position of libraries in the knowledge economy bears heavily on the future demand for paraprofessionals just as it does for professionals, and the library administrators in our survey reported that the past and future demand increase for paraprofessional staff was and will be similar to that of professional librarians. Table J.4, in fact, demonstrates a slightly higher demand for paraprofessionals than for professionals. While 76% of respondents reported an increased demand for librarians in the past 5 years (Table J.2), 79% reported similarly with respect to paraprofessionals. And while 77% of institutional respondents predicted the librarian demand to continue increasing over the next 5 years, 81% felt that the paraprofessional demand would increase during this future time frame.

Table J.4   **Past and Future Demand Increase[1]
for Paraprofessional Staff by Library Sector**
(Institutional Survey; n=350)

Library Sector	Percent Reporting Increased Demand for Paraprofessionals "To Some" or "To A Great" Extent	
	Past 5 Years	Next 5 years
TOTAL	**79**	**81**
TOTAL ACADEMIC	**83**	**87**
CARL	81	81
Other Academic	84	89
TOTAL PUBLIC	**80**	**83**
CULC	89	85
Other Public	79	83
TOTAL SPECIAL[2]	**75**	**72**
Government	71	72
Non-Profit	82	77

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Bases on responses "3," "4," and "5" on a 5-point scale with "1" meaning "not at all" and "5" meaning "to a great extent" to the question asking the extent to which "the need for more professional librarians has increased in the past 5 years" and the extent to which "the need for more professional librarians will occur at your organization over the next 5 years."

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Sector patterns, however, vary somewhat between the librarian and paraprofessional demand estimations. While CARL libraries are more likely to predict a future increase in librarians (Table J.2), they are less likely to predict a future increase in their need for paraprofessionals (96% compared to 81%). Non-CARL academic libraries and both types of public libraries are the most likely to indicate future increased demand for paraprofessionals.

Some of the sector variation may reflect differences in the financial ability to respond to changing needs. Howarth (1998), for instance, maintains a financial impetus for shifting roles between librarians and paraprofessionals, but also states that this financial impetus acts as justification for hiring paraprofessionals over professionals. The lower wages of paraprofessionals presents an attractive scenario for administrators, resulting in a shift in the proportions of librarians and paraprofessionals within institutions. Hence, it may be that smaller academic and public libraries have added to their paraprofessional cadre at the expense of their professional one and predict the need to continue this staffing scenario.

Nonetheless, the results in Table J.4 strongly indicated a future increased demand for paraprofessionals across all library sectors of the nation. But, can the estimated future supply meet this increased demand?

Because of the varying educational qualifications of library assistants, associates, and aides, we are not able to provide estimates of the number of new entrants into these occupational groups. With a known number of library technical schools and their related graduate information, however, projected future library technician supply can be calculated.

As shown in Table J.5, the predicted future library technician supply is remarkably similar to the future professional librarian supply. In both instances, the 5-year (2009) estimate is virtually the same as the current workforce, but the 10-year (2014) estimate is 89% of the current workforce.

Once again, therefore, the short-term future picture does not depart significantly from what the library system is currently dealing. By 2014, however, the Canadian library sector is predicted to be facing a library technician shortage.

Table J.5   Predicted Future Library Technician Supply[1]

Time Period	Current Library Technician Workforce[1]	New Library Technician Entrants[2]	Departures from Retirement[3]	Future Library Technician Workforce	Future Library Technicians as % of Current Technicians
In 5 years (2009)	10,360	1,200	- 1,350	10,210	99%
In 10 years (2014)	10,360	2,400	- 3,500	9,260	89%

The estimated current number of library technicians is derived from the National Core Library Statistical Program estimates of 7,220 FTE library technicians (not including school staff) in 1991 plus a rough estimate of 750 school library technicians (only 3 in 10 school paraprofessionals are library technicians) multiplied by a conversion factor of 1.3 to arrive at the number of library technicians.

[2] Based on a compilation of graduate survey results from library technician programs, we estimate an average of 320 graduates per year over the past 5 years which equates to 1,600 graduates over 5 years and 3,200 over the next 10 years.⊠
U.S. and in other non-traditional library sectors. We, therefore, employ the same 75% figure used to estimate the number of MLIS graduates destined to work in the Canadian traditional sector libraries (1600 X 75% = 1,200; 3200 X 75% = 2,400).

[3] Retirement figures are based on a 5-year retirement rate of 13% of the current library technician workforce and a 10-year rate of 34%.

The same caveats discussed in the case of professional librarians apply to the predictions outlined in Table J.5. For instance, the longer-term estimates are extremely vulnerable to a change in any one variable, with retirement rates most notable among these. In addition, the predictions only apply to library technicians and we have no data to help predict how the supply of library assistants, associates, and aides will play out in the future. With library technicians comprising only 4 in 10 paraprofessionals, a large piece of the supply-equation is missing in this analysis.

Nonetheless, the combined 10-year future shortages of professional librarians and library technicians signal a situation that warrants attention by all members of the Canadian library community. Given the time and fore-warning provided here, however, the future shortage is not so much a looming crisis as it is a challenge that can be managed with careful human resource planning by employers and other stakeholders in the library community.

J.6   Strategic Human Resource Planning Implications

- Libraries have an expressed increased future demand for librarians and paraprofessionals. Whether they can meet this demand by expanding their workforce depends in large part on the supply of librarians and paraprofessionals, but also on budgets and the ability to recruit.

- Above all, libraries need to develop a sound awareness of how their staffing complement is functioning, and to consider how their institution fits into the larger Canadian context of demand and supply. An understanding of how potential applicants are attracted to or deterred from their library and/or sector will assist with recruitment on an institutional level.

- For Canadian libraries as a whole, the short-term (5-year) prediction does not depart significantly from what has already occurred with respect to loss of librarians through retirements. Although 11% of the librarian workforce retired between 1997 and 2002, most libraries did not experience great difficulty in replacing retirement losses.

- The long-term (10-year) prediction is more troubling. But since it is a long-term prediction, it means that library stakeholders have more time to prepare for the shortage. Some of the suggestions are to continue to:

  - Look to see how recruitment to the profession can be improved upon. A coalition of libraries, library associations and library schools must act to promote both a current view and a vision for the profession – one that expresses the potential of librarianship as a career of choice and is attractive enough to capture students of high quality and commitment to the practice of a dynamic and changing profession. In looking to improve recruitment, the need for diversity within the profession must be of paramount concern.

- Consider developing recruitment strategies for paraprofessional staff, with the understanding that demand for these workers will continue to grow at a similar rate to that of librarians, and that the future supply may also be dwindling. This can be a point of potential collaboration for librarian and library technician associations, educators, and individuals.

- Look at current paraprofessional corps as possible pool of future librarians. This is not only a matter of encouraging paraprofessional staff to consider a library degree but also of working to reduce the identified barriers to obtaining the MLIS degree. Libraries, library associations and library schools need to work in partnership to develop and promote a model of professional education that is both of high quality and easily accessible. On-line programming and distance education programs are obvious directions to explore. Financial support whether through scholarships and bursaries or "earn as you learn" employer-funded incentives will be critical.

- Look at increasing the number of spaces in library schools (both MLIS and library technician programs), or increasing the number of schools themselves. This will involve intensive lobbying of post-secondary institutions and competition for government funding. Again, libraries and library associations must act in coalition with library schools to present the case for the profession.

- Look at immigrants as possible pool of future librarians. This speaks to the question of diversity in libraries but also to how libraries will be prepared to assess and recognize library credentials from other countries. Library associations must also to play a role in both the assessment of credentials and by ascertaining how they might fill any identified educational "gaps". Similarly, library schools could play a role in appropriate educational upgrading.

- Look at defining roles for "other" professionals within libraries. Many libraries now utilize the skills of other professionals, whether accountants, human resource professionals or training officers. These other professional groups need to see libraries as a desirable environment for exercising their professional skills and abilities. As noted, management skills are necessary competencies for librarians. However, other professionals can take complementary roles in libraries, adding to the depth of expertise available.

- In recognizing that the creation of new professional librarian positions is not always possible, look at reengineering processes and functions to ensure that "meaningless" work is eliminated and all library staff are employing their education and skills set at appropriate levels. Librarians and paraprofessional staff as with all staff should be assured that they will be able to employ their skills and abilities to the fullest possible extent.

- Constraints of budget and size will always exist. Therefore, libraries should also look to sharing of staffing resources through consortia and other local arrangements where two or more libraries might realize benefits and share costs. Sharing of resources has been the hallmark of the library profession for many years; this thinking needs to extend to the sharing of human resources - whether one webmaster for a college/university library partnership, one children's literature specialist for two regional library systems, or one training officer for a consortium of libraries.

Match Between Organizational Job Function Demand and Individual Staff Supply of Skills, Abilities, Talents, Interests

K.1   Introduction

Librarianship is premised on and defined by the role, value and structure of information in the society in which it is practiced. It is no surprise, then, that stakeholders in the profession want to know how our present information society will impact the restructuring of libraries and the roles of librarians. As libraries become increasingly understood as complex organizations in the marketplace, competing for the attention of the consumer and for the right to broker information, how will the role of the professional librarian change, if at all?

For many of the administrators participating in our telephone interviews, role changes were discussed in the context of a perceived present shift in the function of the library in general, from a closed organization serving a small cluster of functions to a more permeable one embedded in a larger community. These changes are largely attributed to the information age, which puts the library in a position of influence and responsibility within the larger community.

Findings from the Harris and Marshall (1998) survey of 7 directors and 182 librarians (including front-line professionals, middle management, and senior managers) in major public and academic libraries, suggest that librarians are increasingly expected to perform generalist management roles to the diminishment of their core skill sets that have traditionally defined the profession. The skills and decision-making responsibilities that were once the domain of professional librarians, it is argued, have been re-deployed down the staff hierarchy to para-professionals.

Through the analysis of job descriptions and postings of research libraries in the United States and Canada, the Association of Research Libraries (Schwartz, 1997) sought to examine changes during the previous decade with respect to the roles of librarians and paraprofessionals. The study revealed clear signs of increasing emphasis on new technologies (web developer, instructional technologist, digital projects technologist, etc.). It was also noted that most of the posted positions were redefined in order to fit new organizational structures in the institutions. The study concludes that this demonstrates a trend away from traditional library skills and education in research libraries.

This section of the report examines changing librarian role demand and an assessment of the supply of competencies required to fill these demand. Results from all surveys, interviews, and focus group sessions highlight the strong need of libraries to have their staff perform management and leadership roles. Throughout the report, we have also made reference to many findings suggesting that this need is not being met as well as it could. We therefore provide a full analytical assessment of how well Canadian libraries are meeting their managerial competency needs by drawing together results that have already been presented in a number of different sections, and linking these to findings that have not yet been presented. The technology competencies needed of librarians have also been indicated throughout the report, and we provide a similar analysis of how well these needs are being met.

Both of these analyses begin by establishing the importance of the competencies as indicated by organizations' needs, followed by a series of indicators showing how well the supply meets this demand (presently and predicted for the future). We present an examination of the shifting role responsibilities of professional librarians versus paraprofessionals, and conclude the section with an analysis of the effects of role change on job demands and on the job attitudes of library staff.

Before these assessments are made, however, we begin with what libraries view as the most important drivers of librarian role change and a brief look at libraries' need for generalist versus specialist skills.

K.2   Drivers of Librarian Role Change

We begin the section on organizational change with the results of a question asking institutional respondents to indicate which of 11 possible organizational changes contributed the most to shifting librarian roles (Table K.1). Increased utilization of information technology clearly stands out as the most influential determinant of librarian role change for all library sectors (87%). Just over half (51%) of the sample also viewed re-engineering as a major contributor to role change, followed by functional area integration (38%). A smaller proportion indicated that downsizing (28%) or increased centralization (17%) had the greatest impact on librarian role change.

According to most library administrators, the changing roles of professional librarians have been primarily, but not exclusively, driven by the introduction of new information technologies.

Though CULC libraries were somewhat less likely to indicate increased use of information technology as an important contributor to librarian role change, the vast majority of libraries from the remaining sectors felt this way. CARL libraries were most likely of all sectors to report that reengineering (65%) and greater integration of different functional areas (62%) contributed to role change. A somewhat larger proportion of CULC libraries also indicated functional integration (52%) was a driver of librarian role change.

Table K.1 **Top 5 Contributors to Changing Librarian Roles[1] by Library Sector**
(Institutional Survey; n=278)

Library Sector	Percent				
	Increased Use of IT	Re-engineering	Functional Area Integration	Downsizing	Increased Centralization
TOTAL	**87**	**51**	**38**	**28**	**17**
TOTAL ACADEMIC	**85**	**51**	**51**	**38**	**11**
CARL	88	65	62	35	12
Other Academic	83	44	46	39	11
TOTAL PUBLIC	**85**	**51**	**32**	**53**	**17**
CULC	72	44	52	20	32
Other Public	89	53	27	53	12
TOTAL SPECIAL[2]	**91**	**52**	**33**	**30**	**25**
Government	88	53	34	34	9
Non-Profit	97	59	32	24	29

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on responses to the question asking respondents to indicate which three organizational changes (out of a possible 11) "contributed the greatest amount of change in the roles of professional librarians at your organization?"

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

K.3 Librarians as Generalists and Specialists

As indicated by the results in Table K.1, the introduction of new information technologies has triggered the most fundamental change to the roles of professional librarians, but a variety of restructuring initiatives have also influenced this change. We have already touched on several of these role changes throughout the report; these include the need for librarians to perform an ever-widening array of tasks, to increasingly perform management and leadership roles, and to increasingly utilize information technology. The match between the demand for and supply of managerial/leadership and technology skills are examined in detail in Sections K.4 and K.5, respectively. We begin the investigation of librarian role change, however, with a look at the somewhat paradoxical need for librarians to be both generalists and specialists.

Just over four in five (83%) institutional respondents reported that it is important that job candidates possess generalist skills, with 26% of these indicating that these skills were difficult to fulfill when hiring. Furthermore, seven in ten mid-career and senior librarians agreed that they are currently required to perform a "wider variety of tasks" compared to 5 years ago (results not shown in table or figure).

Table K.1 below further and resoundingly demonstrates the importance that libraries place on librarians being able to work in a number of different areas. More than nine in ten libraries indicated both that they had experienced an increased need for librarians to perform a wider variety of tasks in the past 5 years, and that this need would continue to increase in the future. Though a slightly smaller proportion, a solid majority (88%) still reported that they had an increased need for librarians to perform more specialized tasks over the past 5 years and that this need would continue to increase over the next 5 years. These findings suggest a strong shift in librarian roles has occurred recently, and that just as fundamental a shift in roles is predicted to occur in the near future.

Table K.2   **Past and Future Demand Increase for Generalist and Specialist Librarians by Library Sector**
(Institutional Survey; n=275)

| | Percent reporting increased demand for Roles "to some" or "a great" extent | | | |
| | Increased Need for Wider Variety of Tasks[1] | | Increased Need for Specialists[2] | |
Library Sector	Over Past 5 years (1999-2003)	Over Next 5 years (2003-2008)	Over Past 5 years (1999-2003)	Over Next 5 years (2003-2008)
TOTAL	**93**	**94**	**88**	**88**
TOTAL ACADEMIC	**95**	**94**	**89**	**90**
CARL	100	100	92	96
Other Academic	93	91	87	87
TOTAL PUBLIC	**93**	**95**	**86**	**87**
CULC	96	100	85	88
Other Public	92	93	86	87
TOTAL SPECIAL[3]	**90**	**91**	**89**	**89**
Government	85	82	84	85
Non-Profit	94	97	89	89

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on responses "3," "4," and "5" on a 5-point scale with "1" meaning "not at all" and "5" meaning "to a great extent" to the question asking the extent to which "the need for more professional librarians to perform a wider variety of tasks has increased in the past 5 years" and the extent to which "the need for more professional librarians to perform a wider variety of tasks will increase over the next 5 years."

[2] Based on responses "3," "4," and "5" on a 5-point scale with "1" meaning "not at all" and "5" meaning "to a great extent" to the question asking the extent to which "the need for more professional librarians to perform a more specialized functions has increased in the past 5 years" and the extent to which "the need for more professional librarians to perform more specialized functions will increase over the next 5 years."

[3] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

An obvious question resulting from these findings is how librarians can be expected to perform both generalist and specialist roles. An historical review of librarian role expectations suggests that the one-time need for librarians to perform in one role or work in a specialized area for their entire careers has been largely replaced with the need for them to be capable of working in a number of different roles or of performing a number of tasks outside their area of specialization. This does not mean that specialists are not still required. Librarians who can function as language specialists, or who possess knowledge about maps and other non-book formats, rare books and archives, or data and GIS, are still identified as necessary; however, the librarians who possess a specialized knowledge base are also required to work in other areas of the library. The impetus for the "multi-tasking" librarian likely comes from the downsizing and budget restraints typifying the 1990s, and from the general need for libraries to do more with less. In many smaller libraries, of course, librarians have always filled a variety of roles. Still, it is interesting that the vast majority of the typically smaller public and special libraries also indicated that their need for generalists and specialists increased in the past and that it is projected to increase in the future (Table K.2).

Librarians increasingly need to be generalists, specialists, and information-technology savvy and to perform management and leadership roles. The supply of these competencies is better matched to the demand with respect to technology and leadership than it is to managing and supervising.

K.4 Meeting the Management, Leadership, and Business Skill Demands of Libraries

I   Indicators of Demand for Management, Leadership, and Business Skills

Many of the findings in this report imply that librarians are increasingly required to assume managerial, business, and leadership roles. For example, we know that three of every five librarians work in management positions (Table C.2). Further, 71% of library administrators reported management skills as an important competency to look for when hiring, and 76% felt the same way about leadership potential. Tables K.3 and K.4 further demonstrate that managerial functions, leadership capabilities, and business functions are increasingly required of librarians and that these competencies will continue to be in greater demand in the future (see Appendix Table K.1 for a selection of specific management and leadership functions currently being performed by professional librarians).

Beginning with the institutional perspective provided in Table K.3, it is overwhelmingly clear that over the past 5 years, librarians have been required to perform more managerial functions and to assume more leadership roles; further, over the next 5 years these role demands will continue to increase. These findings can be applied to all sectors, but especially to CARL libraries and perhaps slightly less so to government libraries.

Table K.3   Indicators of Demand for Management and Leadership Skills by Library Sector
(Institutional Survey; n=274)

| | Percent of Libraries Reporting Increased Need for Librarians to . . . | | | |
| | Perform More Managerial Functions[1] | | Assume More of a Leadership Role[2] | |
Library Sector	In Past 5 Years	Over Next 5 Years	In Past 5 Years	Over Next 5 Years
TOTAL	**86**	**85**	**89**	**88**
TOTAL ACADEMIC	**89**	**85**	**90**	**94**
CARL	100	96	100	100
Other Academic	84	80	86	91
TOTAL PUBLIC	**86**	**86**	**89**	**88**
CULC	89	92	92	96
Other Public	85	84	87	85
TOTAL SPECIAL[3]	**83**	**82**	**89**	**85**
Government	75	73	88	79
Non-Profit	89	86	92	86

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on responses "3," "4," and "5" on a 5-point scale with "1" meaning "not at all" and "5" meaning "to a great extent" to the question asking the extent to which "the need for professional librarians to perform more managerial functions has increased in the past 5 years" and the extent to which "the need for professional librarians to perform more managerial functions will occur at your organization over the next 5 years."

[2] Based on responses "3," "4," and "5" on a 5-point scale with "1" meaning "not at all" and "5" meaning "to a great extent" to the question asking the extent to which "the need for professional librarians to perform more leadership roles has increased in the past 5 years" and the extent to which "the need for professional librarians to perform more leadership roles will occur at your organization over the next 5 years."

[3] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Though less evident than the institutional results, the majority of mid-career and senior librarians in all sectors agreed that they are currently performing more management (56%) and leadership roles (60%) than they did 5 years ago (Table K.4). Sectoral differences are not as apparent as they are in Table K.3, and CARL librarians themselves did not support Table K.3's findings that CARL librarians are the most likely to perform more managerial and leadership functions. That the individual survey results are lower than those of the institutional survey is likely due to differences in question phrasing, as well as the scale used to measure responses, rather than a true difference in perceptions between the two groups. We have no explanation for why the sector patterns differ between the two tables, however.

Table K.4 also provides the proportion of mid-career and senior librarians agreeing that they currently perform more business functions than they did 5 years ago. Business functions generally include such skills as the ability to read a financial statement, prepare a business case, or develop a prospectus for fund-raising or a marketing plan, for example. Not quite as many of these librarians (38%) responded in agreement that they perform more business functions, though librarians working in non-CULC public libraries and for-profit libraries were the most likely to report that they are currently performing more of these functions.

Table K.4 — Indicators of Demand for Management, Leadership, and Business Skills[1] by Library Sector
(Mid-Career and Senior Librarians; Individual Survey; n=1,488)

Library Sector	Percent of Librarians "Agreeing" "Compared to 5 Years Ago My Job Currently Requires Me to Perform More…"		
	Managerial Functions	Of a Leadership Role	Business Functions
TOTAL	**56**	**60**	**38**
TOTAL ACADEMIC	**53**	**57**	**34**
CARL	51	54	32
Other Academic	57	61	38
TOTAL PUBLIC	**59**	**63**	**39**
CULC	58	61	36
Other Public	61	66	48
TOTAL SPECIAL	**58**	**58**	**43**
Government	56	55	41
Non-Profit	60	61	44
For-Profit	58	65	50
SCHOOL	**58**	**78**	**24**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on responses "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" asking the extent to which librarians are currently required to perform more of these tasks, compared to 5 years ago.

II   Can Supply of Management, Leadership, and Business Skills Meet Demand?

Having fully established that most Canadian libraries increasingly require librarians to perform management, leadership and business roles, we now examine the extent to which the supply of these skills meets the demand. Most of the relevant indicators provided elsewhere in the report suggest that at least some libraries are experiencing difficulty meeting their managerial and leadership requirements, and that the education opportunities in this area should be examined. (see Appendix Tables K.2a through K.2d which consolidate these findings).

To summarize the earlier findings; in Section D, we noted that the possession of managerial skills and leadership potential are two of the most important and difficult to fulfill competencies (Table D.3). Section E demonstrated that leadership skills were more difficult to replace than general skills and knowledge, and institutions express even greater concern over the ability to replace leadership skills in the future given the current pool. Assessments of MLIS education in Section G also showed that both institutions and recent librarian graduates felt more emphasis should be placed on these management-type skills in the curriculum. And in Section H, the provision of training in these skills at the organizational level is somewhat better, but respondents indicated that leadership training is not provided as frequently as it should be, since librarians themselves feel that for them to move into higher level positions they especially need training in management, leadership, and business skills.

Another aspect of assessing the fit between the demand for managerial, leadership, and business skills and their supply is librarians' levels of interest in both performing these functions, and in training for them. Table K.5 presents the percentage of professional librarians agreeing that it is important for them to have a job that allows them to perform these roles, and Table K.6 the proportion interested in participating in management and business skills training.

Beginning with Table K.5, more than four in ten (44%) librarians indicated that it is important that they are able to manage a service or department, while slightly fewer (36%) provided the same response for supervising others. Greater interest, however, was expressed in performing leadership roles in general (62%), in motivating others (64%), and in seeking out new project opportunities (74%). Hence, professional librarians are more interested in performing various leadership roles than they are in managing and supervising. According to these data, we can conclude that the fit between the demand for leaders and the interest in performing in a leadership capacity is better than the demand-interest fit for managing.

Table K.5 also shows that public librarians are more interested in managing and supervising than are other librarians, suggesting a better demand-supply match in this sector. The demand-supply fit within CARL libraries is not as positive; virtually all institutional respondents reported a greater past and future need for managers (Table K.4), but only one-third of librarians indicated that it is important to have a job allowing them to manage and supervise. With respect to leadership roles in CARL libraries, however, the fit between demand and interest is much better. The somewhat lower demand within government libraries shown in Table K.4 also corresponds to the lower interest in performing leadership type roles and functions that are displayed in Table K.5.

Table K.5   Supply Indicators of Librarian Interest in Performing Management and Leadership Roles[1] by Library Sector
(Individual Survey; n=2,000)

| | Percent Reporting "It is Important to... have a job that allows me to . . . " | | | | |
| | Management Role/Functions | | Leadership Role/Functions | | |
Library Sector	Manage a Service/ Department	Supervise Others	Perform a Leadership Role	Motivate Others	Seek Out New Project Opportunities
TOTAL	**44**	**36**	**62**	**64**	**74**
TOTAL ACADEMIC	**37**	**32**	**60**	**63**	**77**
CARL	34	32	59	59	76
Other Academic	43	34	63	70	79
TOTAL PUBLIC	**52**	**44**	**67**	**68**	**73**
CULC	51	44	66	65	71
Other Public	53	43	67	76	78
TOTAL SPECIAL	**41**	**30**	**59**	**55**	**72**
Government	37	28	54	52	68
Non-Profit	45	35	60	58	77
For-Profit	53	33	77	60	77
SCHOOL	**49**	**18**	**58**	**79**	**79**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on "4" and "5" responses on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the question asking to what extent librarians agreed that it is important that their job includes these elements.

The results in Table K.6 are more promising in terms of librarians' interest in management training. While only 44% expressed an interest in managing a service or department and 36% in supervising others (Table K.5), fully six in ten would like to participate in management skills training. The findings suggest that while the managerial

function does not garner a high level of interest among most librarians, they may recognize the benefit from more training in this area.

As for business skills training, a significantly smaller proportion (45%) reported that they are interested in participating in training for this specific area of management. Since we do not have indicators that measure the need for business skills nor the actual performance of business-related tasks, these lower results may simply reflect the fact that fewer librarians are performing business functions, and therefore feel they do not require business-related training. This conclusion, however, does not appear to apply to librarians working in for-profit libraries, 66% of whom are interested in such training.

Table K.6   **Supply Indicators of Librarian Interest in Participating in Management and Business Skills Training[1] by Library Sector**
(Individual Survey; n=1,910)

| | Percent Agreeing "I am Interested in Participating in…" | |
Library Sector	Management Skills Training	Business Skills Training
TOTAL	**60**	**45**
TOTAL ACADEMIC	**56**	**38**
CARL	55	37
Other Academic	57	40
TOTAL PUBLIC	**64**	**49**
CULC	62	49
Other Public	70	50
TOTAL SPECIAL	**60**	**50**
Government	59	48
Non-Profit	63	48
For-Profit	64	66
SCHOOL	**39**	**26**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on responses on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the question asking to what extent that they are interested in participating in these types of skill training.

Again, however, we see public librarians asserting a somewhat higher level of interest in management and business skills training, whereas CARL librarians were less likely to express this interest. Though we have no indication of the demand for these skills within school libraries, the results in Tables K.5 and K.6 indicate that librarians in this sector are more interested in leadership than they are in managing or in performing business functions.

The need for libraries to cultivate librarians' management, leadership, and business skills is driven by changes in the roles of libraries; however, institutions recognize added pressure to do so by virtue of the fact that there will be a deficit in these skills as senior staff retire. The human resource planning implication of this is that libraries should consider grooming librarians soon after they are hired. With this in mind, we now look at the interest in performing these roles and participating in training for recent librarian entrants, mid-career librarians, and senior librarians. In doing so, we focus on the interests of recent librarian entrants insofar as they represent the future situation of the librarian workforce.

Table K.7 presents the percentage of librarians agreeing that it is important that their jobs include a managerial, supervisory, or leadership role, and that they are interested in participating in this training, shown for each of the three career stages. Though the interest levels are generally higher among librarians who have been in their careers longer than 5 years, in general, career stage differences are not very large. Hence, although interest in performing managerial tasks among all librarians is not matched well with libraries' demand for these functions, an

assessment of the fit for recent librarians is no worse considering that many of these new entrants (61% of whom are currently in non-management positions) are at the beginning of their careers, and not yet ready to assume the challenges associated with managing. Moreover, as we noted in Section F on career aspirations, half of recent librarian entrants would like to see themselves working in a management position in 10 years from now. The future prospects for libraries are, therefore, perhaps not as alarming as the short-term data suggest.

A bit more disconcerting, however, are the interest levels among mid-career and senior librarians who comprise 80% of the librarian workforce. Close to 7 in 10 senior librarians are currently working as supervisors or managers, but less than half are interested in managing a service or department, and only 38% interested in supervising others in their jobs. The findings for mid-career librarians are not much better; 60% are currently working in a managerial capacity, but only 42% feel it is important in their jobs to be able to manage a department or service, and even fewer (36%) felt this way with respect to supervising others.

With respect to leadership, the results are more positive for all career stages. New and mid-career librarians make up a significant proportion of those interested in jobs that allow them to seek out new project opportunities. These results suggest a good fit for libraries, which may allow them to fulfill their leadership demands in the near future, as mid-career staff assume the responsibilities of retiring senior librarians.

Table K.7 also demonstrates that recent librarian entrants are the most interested in participating in management and business skills training. Though this likely reflects the fact that they are most in need of these types of training, we should not ignore the fact that the interest is still apparent.

Table K.7   **Supply Indicators of Librarian Interest in Performing and Participating in Training for Management, Leadership and Business by Career Stage[1]**
(Individual Survey; n=1,910)

Supply Indicators	TOTAL	Percent "Agreeing"		
		Recent Librarian Entrants	Mid-Career Librarians	Senior Librarians
"It is important to me to have a job that allows me to…"				
Manage a service/department	**44**	36	42	48
Supervise others	**36**	34	36	38
Perform a leadership role	**62**	57	62	65
Motivate others	**56**	51	52	60
Seek out new project opportunities	**74**	76	79	71
"I am interested in participating in…"				
Management skills training	**60**	73	66	52
Business skills training	**45**	54	49	39

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Recent Professional Librarian Entrants are individuals who have been working as a professional librarian for less than 6 years, Mid-Career Professional Librarians have been working as a librarian for 6 to 15 years, and Senior Librarians have been working as a librarian for more than 15 years.

To summarize the results of this section in terms of our assessment of how well the supply is meeting the demand for management, business, and leadership skills, it is clear that some aspects of these skills and roles are better matched than others. Though current and predicted demand for librarians to perform managerial functions is high, and though six in ten librarians are currently working as managers/supervisors, the interest in doing so provides more evidence to suggest a demand-supply mismatch, rather than a match. This conclusion is more applicable to the managerial function of supervising others than it is to the function of managing a department or service. The mismatch between management demand and supply, furthermore, is most apparent within CARL libraries.

But, there are indications that the future situation will be more positive. Most recent librarian entrants do not feel that it is important for them to manage or supervise at this early point in their careers, but they are interested in participating in management skills training, and have expectations to perform managerial roles in the future.

Our rating of the demand-supply match for leadership skills is somewhat more promising. Again, juxtaposed against a very high current and predicted future demand, the interest in assuming leadership roles among the majority of librarians at all stages of their careers is clear. The results suggest that libraries should not experience too much difficulty in meeting their leadership demands (as long as leadership expectations are clearly communicated and fostered in staff). That nearly half of library administrators are concerned about replacing the lost leadership qualities of retiring professionals in the future is, however, a finding that tempers this rather optimistic conclusion.

Though we do not have as many indicators for business skills specifically, the data we do have suggest that the demand for business skills is not quite as strong as it is for management and leadership skills and abilities. Significantly smaller proportions of librarians reported that they had increased their performance of business functions over the past 5 years, as compared to management and leadership roles. This may explain the lower interest in participating in business skills training.

The role of education and organizational training in the demand-supply equation should also not be overlooked. Of course, we cannot maintain that the insufficient provision of management education is related to the relatively low levels of interest in performing managerial functions. It might be suggested, however, that the early exposure in MLIS programs to the management and supervisory aspects of being a librarian will help new librarians recognize that they will, in most cases, be expected to perform these roles. This suggestion could also be applied to the early management training provided to new recruits.

K.5　　　　Meeting the Demands of Information Technology

I　　Indicators of Demand for Information Technology Skills

Historically, new technologies have precipitated huge changes in the organization of work, and libraries are no exception. According to most library administrators, information technology has had the strongest influence on librarians' processes and functions. Furthermore, when library administrators were asked to comment on the most pressing human resource challenges facing the library sector, one-quarter provided the (unsolicited) response of new technologies. The continuous pressure to adopt, implement, and maintain technology, as well as to train in information technologies was a dominant theme within these responses. Additional findings suggesting the demand for information technology skills in libraries is both high and increasing are provided in Appendix Tables K.3a and K.3b. In brief, these supportive findings include:

1. Virtually all (95%) institutional respondents reported that they had increased their use of information technology in the past 5 years.

2. Virtually all (94%) of institutional respondents reported that candidates' technology skills were an important consideration when recruiting librarians.

3. Of all types of librarians, institutional respondents indicated that IT librarians require the most amount of training.

4. Just over 7 in 10 librarians indicated that they had opportunities to use information technology.

5. Just over half of mid-senior librarians indicated that they are required to perform more high technology tasks now than they did 5 years ago.[37]

---

[37] This figure is perhaps not quite as high as we might expect, but it may reflect the fact that most new technologies were introduced earlier than 5 years ago in some libraries. This is supported by the fact that CARL librarians were the least likely to agree with this statement suggesting that large academic libraries were already relying heavily on information technology in the early to mid 1990s. On the other hand, the much higher proportion of librarians in for-profit libraries responding positively to this question may reflect the fact that new technologies are continually evolving in this sector. In other words, it is highly possible that the for-profit sector employs and can afford to employ technologies as they become available more so than other sectors.

II   Can Supply of Technology Skills Meet Demand?

The technology indicators that have already been presented suggest a better demand-supply match for information technology skills than we found for management and leadership. For example, compared to the provision of management skills in MLIS programs, Table G.7 shows that recent librarian entrants were somewhat more likely to agree that they were provided with "the information technology skills required to effectively perform my current job" (46% compared to 25%). And while 84% of librarians participated in IT training, only 51% had done so with respect to management training, and even fewer (28%), to leadership training.

The results presented in Table K.8 further demonstrate that the supply of technology skills fits well with the demand for these skills. Only one-third of institutional respondents reported that information technology skills were difficult to find in librarian candidates when hiring. Smaller public libraries, however, were more likely to state that it was difficult to fulfill these competencies when hiring. Interest in performing jobs that involve information technology and in participating in IT training is also much higher than we found for managerial endeavours and training. Though interest in utilizing IT is slightly lower than average in public libraries (65%), the interest in training in this sector more closely approximates the average. Otherwise, non-profit and school librarians are most likely to express an interest in information technology.

Table K.8   Indicators of Supply of Information Technology Skills by Library Sector
(Institutional and Individual Surveys)

	Percent		
	Institutional Survey (n=231)	Individual Survey (n=1,910)	
Library Sector	IT Skills Difficult to Fulfill When Recruiting[1]	Important that Use IT in Job[2]	Interested in Participating in IT Training[3]
TOTAL	**33**	**70**	**62**
TOTAL ACADEMIC	**27**	**70**	**60**
CARL	19	69	58
Other Academic	31	73	65
TOTAL PUBLIC	**41**	**65**	**60**
CULC	27	64	59
Other Public	46	67	62
TOTAL SPECIAL	**27**	**77**	**69**
Government	17	73	68
Non-Profit	28	81	76
For-Profit	–	77	62
SCHOOL	**N/A**	**82**	**73**

Source: 8Rs Canadian Library Human Resource Institutional and Individual Surveys

[1] Based on '4' and '5' responses on a 5-point scale with '1' meaning "very easy to fulfill" and '5' meaning "very difficult to fulfill" to the question" "Rate the level of ease or difficulty you have experienced in trying to fulfill this competency."

[2] Based on '4' and '5' responses on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the question asking to what extent librarians agreed that it is important that their job includes this element.

[3] Based on '4' and '5' responses on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the question asking to what extent that they are interested in participating in this type of skills training.

Professional librarians in the early and middle stages of their careers are more interested in using IT in their jobs and in partaking in IT training than are senior librarians (Table K. 9). This finding is underscored by our director telephone interviews, many of whom commented on the resistance from senior staff to engage in the use of new technology. Often, these comments were placed in the context of the stress felt by senior librarians from trying to adapt to a number of changes in their roles (not just those strictly related to technology).

Table K.9   **Indicators of Supply of Information Technology Skills by Career Stage[1]**
(Individual Survey; n=1,910)

IT Supply Indicators	TOTAL	Percent		
		Recent Librarian Entrants	Mid-Career Librarians	Senior Librarians
Important that use IT in job	**70**	76	75	64
Interested in Participating in IT Training	**62**	71	65	57

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Recent Professional Librarian Entrants are individuals who have been working as a professional librarian for less than 6 years, Mid-Career Professional Librarians have been working as a librarian for 6 to 15 years, and Senior Librarians have been working as a librarian for more than 15 years.

The results presented in this section indicate a good fit between the need for librarians to utilize new information technology and the education and training skills and the interest levels among librarians in doing so. Our overall conclusion, therefore, is that the system is generally meeting its demand for IT skills. This fit, however, is not as well-matched when examining senior librarians, who comprise nearly half of all librarians.

K.6   Changing Roles of Librarian and Paraprofessional Staff

The changing roles of librarians have meant that in many libraries, paraprofessionals have taken on some of the duties once performed exclusively by librarians. Responses shown in Table K.10 demonstrate overall agreement with this statement. More than three-quarters of institutions report both that the need for paraprofessionals to perform tasks once done by professional librarians has increased in the past 5 years, and that this need will continue over the next 5 years. These results signal a significant shift in roles. Somewhat puzzling, however, is the much smaller proportion of mid-career and senior paraprofessionals who agreed that, compared to 5 years ago, they are currently required to perform tasks once performed by professional librarians. We have no apparent explanation for the disparity in responses between institutional and individual respondents. One possibility is that responsibilities have been segmented, so that paraprofessionals are performing tasks to a limited point of completion, with a librarian holding final responsibility for the completion, coordination, or quality control of the task.

Table K.10   Paraprofessional Adoption of Professional Roles by Library Sector[1]
(Institutional and Individual Surveys)

| | Institutional Survey (n=273) | | Individual Survey (n=953) |
| | Increased Need for Paraprofessionals to Perform Professional Librarian Tasks[2] | | |
Library Sector	In Past 5 Years	Over Next 5 Years	Currently Required to Perform More Librarian Tasks[3]
TOTAL	**78**	**77**	**28**
TOTAL ACADEMIC	**83**	**83**	**27**
CARL	85	85	26
Other Academic	82	82	28
TOTAL PUBLIC	**80**	**74**	**28**
CULC	77	72	26
Other Public	81	74	31
TOTAL SPECIAL	**71**	**77**	**27**
Government	71	70	24
Non-Profit	77	83	31
For-Profit	–	–	30
SCHOOL	**N/A**	**N/A**	**42**

Source: 8Rs Canadian Library Human Resource Institutional and Individual Surveys

[1] Separate sub-sector results are not presented for For-Profit library because of insufficient cases reporting; however, they are included in the calculation of the *Total Special* results.

[2] Based on responses "3," "4," and "5" on a 5-point scale, with "1" meaning "not at all" and "5" meaning "to a great extent," to the question asking respondents the extent to which "the need for more professional librarians has increased in the past 5 years" and the extent to which "the need for more professional librarians will occur at your organization over the next 5 years."

[3] Based on "4" and "5" responses on 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" of senior and mid-career paraprofessionals to the question: "I am currently required to perform tasks once done by professional librarians."

There are several potential causes for this shift in roles. First, the additional expectations of librarians to perform generalist, managerial, supervisory, and leadership roles means that they must relinquish at least some of their traditional functions to paraprofessional staff. Others acknowledge the influence of technology on shifting roles. Johnson (1996), for example, points out that as new technologies are introduced, formerly complex but now routine menial work is shifted onto paraprofessionals. Further still, Harris and Marshall (1998) maintain that many traditional duties are being offloaded to lower-paid paraprofessionals, primarily as a response to budget cuts. Several of the administrators interviewed for our study felt, however, that role restructuring was not strictly a financial decision. While some libraries certainly reduce and restructure roles for budgetary reasons, others do so to become more efficient and to better meet the needs of their changing client base. The relative roles of professional librarians and paraprofessional staff, it was argued, need to be fluid and experimental to meet the changing needs of the library and its users.

In analyzing the specific job functions performed by professionals and paraprofessionals, we can discern common functions between the two groups and their discrete roles. Table K.11 presents a list of job functions and the proportion of professional librarians and paraprofessional staff reporting that they frequently perform each of these functions.

The first observation to be made from this table is that by virtue of the sheer number (36) and breadth of job functions listed, it is clear that both paraprofessionals and professionals are potentially performing a large number of diverse functions (the latter particularly so). As for professional/paraprofessional comparisons, for 12 of the 36 functions there is little or no difference between the two types of staff. Most of these functions fall within the realm of public services and information technology. Otherwise, paraprofessionals are more likely to be performing children's programming and all types of technical and/or bibliographic services. Conversely, librarians are more likely to be working on collection development, performing liaison activities and managerial functions, and to be participating in professional development.

Table K.11: Percentage Frequently Performing Job Function[1] by Type of Staff
(Individual Survey; n=3,795)

Job Function	Professional Librarians	Paraprof. Staff
I COLLECTIONS		
Collection development, evaluation and management	60	34
Copyright clearance	4	6
Electronic licensing	11	4
Digitization of collections	5	7
II PUBLIC SERVICE AND OUTREACH		
Reference, information service and research support	63	63
Adult programming, reference, readers advisory, information and research	47	46
Teens programming, reference, readers advisory, information and research/ homework support	22	28
Children's programming, reference, readers advisory, information and homework support	15	26
Instructions in library use, resource & research	52	55
Programming & services to special populations (e.g. workplace employees, people with disabilities)	15	18
Liaison activities (e.g. with individual faculty, assigned departments, community groups or agencies)	47	24
III TECHNICAL & BIBLIOGRAPHIC SERVICES (Paras more likely to perform all)		
Cataloguing, database management and organization of information resources (including metadata schemes and Online Public Access Catalogues (OPACs)	25	40
Creation and maintenance of bibliographic records	18	35
Processing interlibrary loan requests	8	31
Acquisition, receipt and payment of library materials	15	32
Circulation and discharge of library materials	14	55
Sorting, shelving and filing of library materials	6	44
Bindery and materials processing	4	23
Repair and conservation of library materials	3	17
IV INFORMATION TECHNOLOGY		
Library systems, hardware, and software support	20	20
Network management and technical support	9	9
Web development and applications	20	9
Database creation and maintenance (e.g. OPACs)	16	13
V PROFESSIONAL DEVELOPMENT / PARTICIPATION (Libs more likely to participate in all)		
Participation in professional organizations	44	18
Attendance at conferences and workshops	44	20
Research and publishing in the field of librarianship	8	2
VI ADMINISTRATION & MANAGEMENT (Libs more likely to perform vast majority)		
Training and development	45	22
Managing library units/activities	56	24
Supervision and evaluation of personnel	54	20
Organizational planning and decision-making	59	25

Policy development	50	16
Human resources planning and management	37	8
Budgeting and financial management	43	16
Managing space, facilities and building operations	35	15
Fund-raising and donor support	9	8
Marketing and public relations	28	13

Source: 8Rs Library Canadian Human Resource Individual Survey

[1] Based on "4" and "5" responses on a 5-point scale with "1" meaning "never" and "5" meaning "frequently" to the question: "Please indicate how often you perform the following job functions?"

K.7 Effects of Changing Roles on Work Levels and Job Attitudes

The results presented in this section of the report strongly support the notion that the functions and roles of librarians have altered dramatically. Relatively little is known, however, about how these changes have affected the work levels and job attitudes of staff. A common sentiment among administrators in our telephone interviews was that due to changing roles, librarians are often faced with higher volumes of work than in the past and as a result, are largely understood to be overwhelmed and overworked. The job satisfaction findings in Table I.18 support the viewpoint that librarians are feeling over-worked and stressed.

The results of a multivariate analysis pinpoint four major contributors to increased stress levels among mid-career and senior librarians in our sample including (see Appendix Table K.4 for the individual results of each of the following items by library sector):[38]

1. The requirement to work harder compared to 5 years ago.

2. The requirement to perform more difficult tasks compared to 5 years ago.

3. The requirement to perform a wider variety of tasks compared to 5 years ago.

4. The requirement to perform more managerial functions compared to 5 years ago.

Notably, the requirements to perform more high tech tasks, to perform more leadership functions, and to perform more business functions did not correlate significantly with stress and are not, therefore, indicated as causes of job-related stress.

At the same time, we should not forget that the vast majority of librarians are satisfied with most aspects their jobs (Section I). The administrators interviewed also stated that changes in technology, in the culture of information and in the function of libraries in general have created a more interesting, more challenging, and more rewarding workplace.

Indeed, another multivariate analysis revealed that some of the same contributors to stress noted above also lead to more positive elements of the librarian job. Specifically, the performance of both a wider variety of tasks and more difficult tasks were found to be significantly and positively related to jobs that are more enjoyable, rewarding, interesting, and challenging (see Appendix Tables K.4 and K.5). In addition, the increased performance of leadership roles was found to be significantly and strongly related to these positive job attributes.

On the whole, our findings suggest that the increasing requirements for librarians to be generalists and managers, and to work harder and at more complex levels, result in increased stress levels. But working as generalists and at more difficult tasks also makes the job more satisfying. Furthermore, librarians who are performing more of a leadership role than in the past are the most likely to find their jobs interesting, challenging, rewarding, and

[38] The regression (beta) coefficient for working harder is 0.286, for performing more difficult tasks is 0.139, for performing more managerial functions is 0.117, and for performing a wider variety of tasks is 0.073. All three variables are significant at the .01 level and explain 24% of the variation in stress.

enjoyable. In short, working harder and managing lead to stress, but working in a more varied capacity, at more complex levels, and in a leadership role all contribute to a more fulfilled librarian workforce. We do not have evidence, however, to suggest that the requirements to perform more technology- and business-related tasks strongly relate to either job stress or job satisfaction.

Increasing job-related stress is largely a result of working harder and of managing. However, the fact that librarians are performing a wider variety of more complex tasks is a significant contributor to the enjoyment, reward, challenge and interest that librarians find in their jobs.

We might expect, however, that abilities to adapt to change and the greater expectations of library work are less apparent among more senior staff. According to some administrators, the positive aspects of the contemporary librarian's job are more applicable to junior staff, who tend to anticipate and may even thrive on volatility and change. The impact of workplace instability on senior librarians, however, is seen by administrators to be less positive. Rapid changes in roles and in expectations contribute to a more unstable and hence, more stressful workplace, particularly for those librarians embedded in traditional roles and values. The ability of the librarian to adapt to the rapid pace of change is thus understood by the sample of administrators to be largely a function of career stage.

We are not able to conduct the same multivariate causal analysis of stress for recent librarian entrants, and thus cannot comment on the administrators' views that more junior staff are better able to cope with change. However, in examining the relationship between increasing work and increasing stress, we found no noteworthy differences between mid-career and senior librarians. In fact, no differences were found at all between librarians in these later stages of their careers in terms of their increasing stress levels.[39] Specifically, the levels and causes of stress are equally apparent for librarians who have been working in their careers for up to 6 and 10 years, as they are for those working 11 to 15 years, as they are for those working as librarians for more than 15 years. We, therefore, find no evidence to support the notion held by many administrators that more senior staff are experiencing change in a more stressful way than are their less senior counterparts.

Though we have fewer indicators demonstrating that paraprofessional staff have undergone a similar degree of change in their job functions as have professional librarians, we see some evidence that paraprofessionals are expected to assume a larger share of traditional librarian tasks. In exploring the effects of these changes on work levels and job attitudes, we also need to consider that, like their librarian colleagues, the majority of paraprofessionals are satisfied with their jobs, but they are slightly less likely to agree that their current job is more stressful than it was 5 years ago (58% compared to 67%). The causal analysis of stress, furthermore, revealed that only working harder and performing more high-tech tasks contributed to increasing stress levels among mid-career and senior paraprofessionals. Increasing skill requirements of their jobs and a more varied set of tasks, on the other hand, render paraprofessionals' jobs more interesting, enjoyable and rewarding.

According to some authors, the changing roles of professionals and paraprofessionals has resulted in tension between the two types of staff. Oberg, Mentges and McDermott 1992) contend that the library publicly presents no visible delineation between librarians and paraprofessionals, which he states contributes to the perception that there is little difference between the work performed by librarians and that performed by support staff. Attempts to draw clear lines between the positions take on new interest, since the shifting of roles in library work demonstrates that in reality, these clear lines do not always exist. Further, this sentiment illustrates some of the tension between these two groups of workers, as it expresses the professional librarian's disdain that they are thought of as "just support staff" and the paraprofessional's resentment of being under-valued.

We might, therefore, expect increasing tension between professionals and paraprofessionals, insofar as librarians may feel resentful for having to give over traditional tasks to paraprofessionals, and as paraprofessionals may feel they are not accorded the status and respect that should accompany their increasing responsibilities.

---

[39] Nor did we find career stage differences in the likelihood of librarians to agree that, compared to 5 years ago, they are currently less motivated to do their work. Only about one in five of librarians at all stages of their careers agreed with this statement.

We found, however, that more than half (56%) of paraprofessionals feel they are treated with the same amount of respect as librarians. Even more illuminating is the fact that 8 in 10 paraprofessionals agreed that they have a good relationship with professional librarian staff. Overall, therefore, while performing more high-tech tasks and working harder have contributed to increased stress, we do not have strong evidence to suggest that the adoption of traditional librarian tasks has, by and large, detrimentally affected the relationship between professional and paraprofessional staff members. Since this analysis of job change for paraprofessionals is not as complete as it is for librarians, we hesitate to conclude that there have been no detrimental effects at all from shifting roles and that there is no degree of professional/paraprofessional tension (or how it compares to historical tension levels). A complete and confident understanding of this subject warrants a more detailed level of research that is beyond the scope of this broad-level study.

K.8:   Strategic Human Resource Planning Implications

- Role change will continue to take place in libraries. Institutions need to carefully plan how they will re-structure their staffing complements as retirements occur. The first step is to define needed competencies and determine what mix of staff will meet the present and (insofar as possible) future needs of the organization. However, we can say overall that the ability for staff to adapt flexibly to change will clearly be a necessary competency throughout Canadian libraries.

- Libraries clearly need to cultivate librarians' management, leadership, and in some instances, business skills. Interest in and potential for performing in management and leadership roles could be a factor in recruitment of new librarians and grooming needs to begin shortly after recruitment so that potential can be assessed and appropriately directed.

- Libraries' emphasis on leadership and management also have implications for library education, with re-spect to both recruitment of students and curricula content. Opportunities for management and leader-ship within the field of library work can be highlighted as one method of attracting individuals with the desire to pursue these career goals.

- Mid career librarians, particularly, need to send clear signals about their interest in managing. The lack of interest in supervising needs closer attention, suggesting that the supervisory role is not necessarily a role of choice for many librarians and that supervisory models and structuring of the staff complement in libraries needs to be closely examined.

- The large degree to which librarians and paraprofessionals overlap in job functioning is apparent. In designing jobs for both librarians and paraprofessionals, libraries need to carefully consider the level of responsibility attached to the job task or function. Clearly, paraprofessionals should not be performing to the same level of responsibility as professional librarians if they are not recognized or paid for doing so.

- Almost half of paraprofessionals indicate that they do not perceive they are treated with the same respect as librarians. Supervisors and managers need to ensure that they build and/or promote a respectful work-place that recognizes the contributions of all staff, and acknowledges the increasingly demanding respon-sibilities these staff perform.

- In designing jobs, the balance between the elements of managing/leading and working harder/working at a variety of more complex tasks, needs to be carefully considered. The balance can be tipped and jobs made more stressful or more fulfilling, depending upon the relative proportion of the elements.

Report Summary of Major Findings

This study originally arose in response to concerns about how an expected swell of librarian retirements would affect the well-being of the Canadian library community. In recognizing that retirements could not be viewed in isolation from a number of other factors, the focus of the research soon expanded to encompass such related matters as recruitment, retention, education and training, and quality of work, all within a context of the changing roles of libraries and library staff, as well as changes in the size of the workforce itself. This report has been structured along these conceptual lines. At the same time, results from different sections of the report have been linked together when possible, and appropriate with an eye to generating more inclusive and fully grounded conclusions. For example, in Section J we noted that a potential future shortage of librarians could be subverted by addressing issues that would support the recruitment of paraprofessionals and immigrant librarians as a possible pool of future librarians, or by increasing the number of spaces in library schools (or the number of schools themselves).

But, perhaps one of the most recurring and reliable themes uncovered in this study is that of the need for librarians to perform managerial functions and to assume leadership roles. In Section K, the shifting demand towards managing was clearly demonstrated as was the need for training in these areas, and the lack of interest among librarians in performing some of these roles. In addition, the continuing shifts in the roles of librarians has implications for retirement, recruitment, retention, education and training, and job satisfaction. We outline these implications below.

First, the retirement of senior staff with experience in managing and leading clearly sets the stage for a new generation of managers and leaders. With two in five current librarians and over 3 in 10 current paraprofessionals predicted to retire by 2014, the library community is well-advised to begin examining their own institutional demographics and planning for the future (by, for example, restructuring staff positions and/or grooming current staff to assume the managerial and leadership roles of departing senior staff). As revealed in Section K, however, positional restructuring initiatives should be sensitive to the challenge of balancing workloads with task variety. Moreover, the overall well-being of the library in the future is contingent upon the continuous cultivation of both management and leadership competencies through in-house and external training. Though the organizational longevity of librarians limits promotional opportunities, it confers the added benefit of long-term, management and leadership grooming possibilities that can begin with new recruits.

Second, and on a promising note, the results of this study revealed that the current workforce is open to assuming leadership roles and, indeed, tend to find that these roles bestow an interesting, challenging, and rewarding element to their jobs. On the other hand, those less motivated to engage in managing and supervising may benefit

from knowing that managers, and especially senior administrators, are the most satisfied with their jobs. Still, it should also not be overlooked that indicators from this study demonstrate a fairly high level of job satisfaction and contentment among most librarians and paraprofessionals irrespective of their occupational position. While there may be areas of concern (e.g., somewhat high stress levels) and some elements that require attention (e.g. the high rates of temporary employment among recent librarian recruits), our overall assessment of the quality of work provided in Canadian libraries is a very positive one.

Third, an increased demand for managers and leaders does have implications for recruitment of individuals to the profession. Efforts to attract individuals to the profession should not only highlight the literacy, learning, and public service values of librarianship, but also the fact that most librarian jobs will eventually involve some form of supervising and managing. The exciting opportunity to work as a leader in a dynamic and changing environment that is marching alongside technological advancements could also be highlighted to prospective future librarians.

Fourth, on the whole, the recruitment situation in Canadian libraries is not one that can be clearly labeled as a "problem" situation. Our data demonstrate, however, that human resources officers should not ignore candidates' prior experience, training, and education in managing and leading nor their potential and interest in performing these roles.

Finally, the need for library schools to place a greater curriculum emphasis on managing, and leadership skills was clearly documented in Section G. Furthermore, inasmuch as library education is the first point of entry into the profession and therefore involves the early socialization of librarians into the values, intellectual grounding, and activities of librarianship, it is also implied by the findings that the entire community would benefit from the inclusion of the concept of "librarian as manager" into this socialization process. Increased opportunities for library students to participate in practicum and internship programs would also allow future librarians to witness the realities of the "librarian as manager" role firsthand.

This summary of the management and leadership theme uncovered in this study demonstrates the wide-reaching human resource implications of these shifting roles. In addition, the summary documents the broad situation for Canadian libraries, but in doing so, does not capture all the nuances of the study findings; nor does it portray the many differences that have been revealed throughout the report between library sectors and geographical areas, and between professionals and paraprofessionals of varying career lengths and occupational levels. Not all libraries will experience retirements at the same predicted rates, not all libraries have the same expressed past and future increased demand for managers and leaders and not all librarians are disinterested in managing and supervising. For example, we know that CARL and CULC libraries have and will experience the highest rates of retirement and are, for this reason and many others, in greater need for their workforce to engage in management type activities. Nevertheless, individuals and institutional representatives can use this material as a global benchmark against which they can evaluate their own human resource situation.

Perhaps chief among the findings that can be allocated to the general realm of "problems" are the predicted retirement rates and the long-term future demand-supply mismatch. The predictions of a future librarian and paraprofessional shortage, however, need to be understood as issues that could be managed with careful planning and awareness. Indeed, the generally alarmist sentiments expressed nation-wide over the human resource implications of an aging Canadian workforce in the late 1990s have since been replaced with a more optimistic view that emerged from the realization that there are many ways of restructuring the workplace and related policies to compensate for retirements. For example, a recent Human Resource Development Canada report asserts that potential skill shortages (both quantitatively and quantitatively) may be handled by employers' rethinking work arrangements and by efforts to recruit and retain older workers (HRDC, 2002). Other research highlights the possibility of ameliorating the effects of retirements by changing the rate of retirement itself by, for example, encouraging later and more gradual retirement through the provision of flexible work arrangements (McMullin and Cooke, 2004). Further, as noted by demographer David K. Foot, "to interpret the relationship between an ageing workforce and workforce shortages as a pending crisis is to misunderstand the ways the labour market seeks equilibrium" (qtd. in Brown, 2003).

In conclusion, it is our hope that the many human resource initiatives implied by the results of this study will be actively investigated by the various library community stakeholders. We further encourage the community to continue to build a solid understanding of the nature of its work and its people. Since the sector is a human-resource-intensive environment, this information is crucial to the future development of effective human resource strategies at the national, provincial, local, and individual library levels.

Detailed Methods

Stage I: Research Design for Focus Group Sessions and In Depth Telephone Interviews

As an early step in this research program, the intent of this stage was to draw upon the knowledge, views and sensibilities among senior administrators within the system about the current state of affairs and practices within libraries and the library profession as well as about possible future concerns. Having a broad perspective on staffing, budgets, human resource capabilities and succession planning, these administrators provided an expansive overview of recruitment, retention, repatriation, rejuvenation, retirement, and restructuring issues, and we were able to draw upon this information to structure our two major survey instruments (Stages II and III). This data is also drawn upon to explain some of the institutional and individual survey results. The 8Rs team also conducted a focus group session with members of the Alberta Association of Library Technicians (AALT).

This information was gathered in two formats: in-depth telephone interviews with 17 senior administrators from a representative sample of library sectors and focus groups with members of CARL and CULC. The focus group sessions involved the presentation of data on Canadian library human resources upon which participants were asked to comment. The sessions were tape recorded and notes were taken to document major themes discussed. Details of the methods used in the interviews are presented below.

A. In Depth Interview Design for Canadian Library Administrators

Telephone interviews were conducted with directors of 7 libraries with memberships in the Canadian Association of Research Libraries (CARL), and with directors of 4 libraries with memberships in the Canadian Urban Libraries Council (CULC), directors of 4 special libraries and 2 small academic libraries. Interviews were conducted between May 12th and 26th, 2003. Participants were selected by the 8Rs Steering Committee on the basis of their representation in each library sector.

Interviews were conducted with informed consent from each of the 17 directors and were tape-recorded with permission of 16 interviewees. Notes were made during the interview with one director who did not give permission for tape-recording. The recordings of interviews with two directors were unintelligible and were thus summarized based on notes made during the interviews. Interviews lasted between 40 and 90 minutes.

Individual interview transcripts were summarized and coded for themes. Thematic content from individual interview transcripts was then grouped according to library type. Themes were compared within library-type categories and across library-type categories.

Stage II: RESEARCH DESIGN FOR Survey of Library Administration (Institutional Survey)

A   Questionnaire Design

The questionnaire used in the institutional portion of the study was designed to collect information on the human resource experiences and perspectives of libraries (a copy of the survey instrument is provided in Appendix C). Questions were constructed to gather information about management's views and experiences with the 8Rs specifically, and about succession planning in general. The major focus of the institutional survey was to gather information on professional librarian staff, although a few questions also pertained to paraprofessional and other professional staff members. The survey instrument was developed over several months with from input from library community members to ensure that the questions were understandable and applicable to the many different types of library environments in Canada. Before entering the field, the instrument was pre-tested on a small sample of library administrators and some minor modifications were made as a result of this testing.

Without question, the final survey instrument was lengthy (17 pages). For several reasons, the 8Rs research team felt that, for this portion of the study, breadth took precedence over depth. A primary rationale stemmed from the simple fact that no large-scale study of library human resources existed thereby implicating all human resource areas as subject matter to investigate.

The survey begins with a handful of general background questions about the organization (e.g., total number of employees and type of institution). Aside from a few open-ended questions, the majority of the remaining questions are in scale format. We provide a representation of the categorized responses for most of the open-ended questions in the main body of the report in Appendix E.

The survey instrument also includes a series of chart questions asking respondents to provide numerical information on their professional and paraprofessional staff. Although these chart questions ask respondents to provide their answers in full-time equivalent (FTE) format, at least half of the sample provided the number of positions instead. This means that our presentation of the data from these charts is either an under-estimation of the number of employees or an over-estimation of FTE employees.

B   Data Collection

Before distributing the survey instrument to the sample of institutions in the summer of 2003, a sampling frame listing institutions and contact information was developed for each library sector. All attempts were made to ensure that these frames were exhaustive and accurate. Still, sector variability in the completeness of the lists was unavoidable despite that cross references were done with other available lists. Numerous additions, removals of duplicate records, and corrections to the contact information were made to the sampling frames; however, our confidence in the completeness and accuracy of the sampling frames is greatest for CARL, academic, CULC. and government libraries.

Within each library sector, a multistage stratified random sampling technique was used to ensure geographical representation from each of Canada's provinces and territories. Sampling was carried out at variable rates across provinces/territories depending upon the total number of institutions in that region. A census of CARL and CULC members was conducted (i.e., all CARL and CULC member institutions were sent a survey).

At the end of May and into early June, notification letters were mailed to the randomly-selected sample of institutions informing them that they had been chosen to participate in the study. Surveys were mailed out mid-June and at three points thereafter. Follow-up letters were sent via regular mail or by e-mail (and in some cases telephone calls were made). For correspondence that was returned un-opened, continuous efforts were made to locate the correct mailing and e-mail address and then surveys or follow up letters were resent.

Although the vast majority of surveys were received back within two months of their distribution, surveys continued to be received and further follow ups made throughout the fall and into early winter. Most of the efforts at this time were directed toward getting responses from large institutions that had not yet completed the survey or in obtaining missing information for specific questions that was not provided by responding institutions (about

150 contacts were made to obtain data clarification and to increase response rates for specific questions). During this time, we received hundreds of inquiries from potential respondents asking about the survey. While many contacts simply involved clarification of administrative matters, a good portion were to inform the research team that they were not participating in the study because they did not have professional staff and therefore did not qualify. Although we cannot confirm that non-responding institutions did not complete the survey because they also had no professionals on staff, these communications suggest that at least a portion of non-respondents did not qualify for the study. This likelihood has implications for the response rates which would be higher if non-qualifying institutions were removed from the denominator in the calculations of these rates (we do, however, remove institutions where it is known that they did not qualify).

Once most of the surveys were received, coding schemes were developed and the data were entered and analyzed using SPSS. Translation of French open-ended responses into English also took place at this time.

Stage III: Research Design for Survey of Librarians and Paraprofessional Staff (Individual Survey)

A Questionnaire Design

As was the case for the institutional survey, the question areas included in the individual survey were based on results from Stage I . Results from the institutional survey itself, however, were also used to inform question content. The survey instrument was designed so that all staff would complete a core set of questions and that each type of staff would be directed to questions on topics relevant to their particular contexts.

The core set of questions was asked of all library staff including:

a. Level of education

b. Current employment status

c. Demographics including gender, age, relationship and dependent status, visible minority, Aboriginal and disability status and location.

d. Career and workplace tenure

e. Job title, work status, and job duties

f. Career, organizational, and sector mobility and interests

g. Perceptions of workplace culture and employee/management relations

h. Job satisfaction

i. Experiences with and views on job training and professional development

Survey questions targeted to professional librarians only included their attraction to library profession and extent to which expectations have been met. Survey questions for paraprofessional library workers focused on understanding the utilization of a potential pool of professional librarian recruits by examining how they fit into current and possible future human resource structures. Questions were designed to extract their views about career expectations and whether they see a future that involves movement into professional librarianship. Also included were questions designed to detect the presence of a tension between their status, credentials and job functions.

Recent professional librarians (defined as those who had been in their career for less than 6 years) were also asked a series of questions on their Masters of Library and Information Studies program and their experiences with finding their first librarian position. Recent paraprofessional staff were asked a similar but slightly abbreviated set of questions.

To capture over-time changes in the roles of library staff, those who had been working in their careers for a minimum of 6 years were asked a set of questions on how their roles have changed in the past 5 years. Future career and retirement plans were also asked of this group. Again, paraprofessionals were provided with fewer but similar questions.

The survey was pretested in both English and French by members of the library community and revised according to the suggestions of the pretesters.

B   Data Collection

A multi-stage random sampling strategy was conducted to ensure sufficient sub-sample sizes and representation from all library sectors, from geographical regions of Canada, and for professional librarians and paraprofessional staff. Sampling was done at different rates depending on the size of the population in the sector or region. For example, with fewer library staff working in the northern territories, 100% of librarians and paraprofessionals were included in the sampling selection frame. We also sampled at a 100% rate within CARL and CULC libraries to allow more detailed and separate analyses of these libraries in the future.

Of the 12,472 staff members in our sampling frame, 8,626 potential respondents were invited to participate in the web survey, for an overall sampling rate of 69%.

The 8,626 potential respondents were notified via e-mail of their selection to participate in the survey on June 10, 2004. During this period, e-mail addresses that did not go through were checked and revised and the notification and link resent to the new address. These corrections plus those who received the notification (7,569) were sent the link to the website containing the survey between June 21st and 25th. During this same period, the link was provided through CULC members' list servers because we were unable to develop a comprehensive sampling frame for librarians in the sector (especially for paraprofessionals working in these libraries). Two follow-up email reminders were sent to all respondents who had not yet completed their surveys and a third reminder was sent to select respondents to ensure adequate provincial and library sector samples.

Once the majority of completed questionnaires were received from the random sample a Canada-wide call to participate in the survey was made on August 6th. This was done via the list servers of 56 library associations to provide library staff who were not represented in the sampling frame an opportunity to participate in the survey. This dataset was collected in a separate file than that of the sampled respondents.

In August and September the data were compiled and checked, coding schemes developed and French open-ended responses translated into English.

Supplementary Tables and Figures

Appendix Table B.1   **Communities Included in CMAs and CAs for Designation of Urban Libraries**

Abbotsford, CMA
Abbotsford (C)
Fraser Valley H (RDA)
Matsqui Main 2 (R)
Mission (DM)
Upper Sumas 6 (R)

Alma, CA
Alma (V)
Delisle (M)

Amos, CA
Amos (V)
Barraute (M)
Berry (M)
Landrienne (CT)
Pikogan (R)
Saint-Dominique-du-Rosaire (M)
Sainte-Gertrude-Manneville (M)
Saint-Félix-de-Dalquier (M)
Saint-Marc-de-Figuery (P)
Saint-Mathieu-d'Harricana (M)
Trécesson (CT)

Baie-Comeau, CA
Baie-Comeau (V)
Chute-aux-Outardes (VL)
Franquelin (M)
Pointe-Lebel (VL)
Ragueneau (P)

Barrie, CA
Barrie (C)
Innisfil (T)

Springwater (TP)

Bathurst, CA
Bathurst (PAR)
Bathurst (C)
Beresford (T)
Nigadoo (VL)
Pabineau 11 (R)

Belleville, CA
Belleville (C)
Quinte West (C)

Brandon, CA
Brandon (C)
Elton (RM)

Brantford, CA
Brantford (C)

Brockville, CA
Athens (TP)
Augusta (TP)
Brockville (C)
Elizabethtown-Kitley (TP)
Front of Yonge (TP)

Brooks, CA
Brooks (T)

Calgary, CMA
Airdrie (C)
Beiseker (VL)
Calgary (C)

Chestermere (T)
Cochrane (T)
Crossfield (T)
Irricana (VL)
Rocky View No. 44 (MD)
Tsuu T'ina Nation 145 (Sarcee 145) (R)

Campbell River, CA
Campbell River (DM)
Campbell River 11 (R)
Comox-Strathcona D (RDA)
Quinsam 12 (R)

Campbellton, CA
Addington (PAR)
Atholville (VL)
Campbellton (C)
Listuguj (R)
Pointe-à-la-Croix (M)
Tide Head (VL)

Camrose, CA
Camrose (C)

Cape Breton, CA
Cape Breton (RGM)
Eskasoni 3 (R)
Membertou 28B (R)

Charlottetown, CA
Brackley (COM)
Charlottetown (C)
Clyde River (COM)

Cornwall (T)
Lot 31 (LOT)
Lot 33 (LOT)
Lot 34 (LOT)
Lot 35 (LOT)
Lot 36 (LOT)
Lot 48 (LOT)
Lot 49 (LOT)
Lot 65 (LOT)
Meadowbank (COM)
Miltonvale Park (COM)
Rocky Point 3 (R)
Scotchfort 4 (R)
Stratford (T)
Union Road (COM)
Warren Grove (COM)
Winsloe South (COM)

Chatham-Kent, CA
Chatham-Kent (C)
Moravian 47 (R)

Chicoutimi - Jonquière, CMA
Chicoutimi (V)
Jonquière (V)
La Baie (V)
Lac-Kénogami (M)
Larouche (M)
Laterrière (V)
Saint-Fulgence (M)
Saint-Honoré (M)
Shipshaw (M)
Tremblay (CT)

Chilliwack, CA
Aitchelitch 9 (R)
Cheam 1 (R)
Chilliwack (C)
Fraser Valley D (RDA)
Fraser Valley E (RDA)
Kwawkwawapilt 6 (R)
Popkum 1 (R)
Schelowat 1 (R)
Skowkale 10 (R)
Skowkale 11 (R)
Skwah 4 (R)
Skwahla 2 (R)
Skwali 3 (R)
Skway 5 (R)
Soowahlie 14 (R)
Squiaala 7 (R)
Squiaala 8 (R)
Tzeachten 13 (R)
Yakweakwioose 12 (R)

Cobourg, CA
Cobourg (T)

Cold Lake, CA
Bonnyville (T)
Bonnyville Beach (SV)
Bonnyville No. 87 (MD)
Cold Lake (C)
Cold Lake 149 (R)
Cold Lake 149A (R)
Cold Lake 149B (R)
Glendon (VL)
Pelican Narrows (SV)

Collingwood, CA
Collingwood (T)

Corner Brook, CA
Corner Brook (C)
Humber Arm South (T)
Irishtown-Summerside (T)
Massey Drive (T)
Meadows (T)
Mount Moriah (T)
Steady Brook (T)

Cornwall, CA
Cornwall (C)
South Stormont (TP)

Courtenay, CA
Comox (T)
Comox 1 (R)
Comox-Strathcona A (RDA)
Comox-Strathcona B (RDA)
Comox-Strathcona K (RDA)
Courtenay (C)
Cumberland (VL)
Pentledge 2 (R)

Cowansville, CA
Cowansville (V)

Cranbrook, CA
Cassimayooks (Mayook) 5 (R)
Cranbrook (C)
East Kootenay C (RDA)
Isidore's Ranch 4 (R)

Dawson Creek, CA
Dawson Creek (C)
Peace River D (RDA)
Pouce Coupe (VL)

Dolbeau-Mistassini, CA
Dolbeau-Mistassini (V)

Drummondville, CA
Drummondville (V)
Saint-Charles-de-Drummond (M)
Saint-Cyrille-de-Wendover (M)
Saint-Lucien (P)
Saint-Majorique-de-Grantham (P)
Saint-Nicéphore (V)

Duncan, CA
Cowichan 1 (R)
Cowichan 9 (R)
Cowichan Valley D (RDA)
Cowichan Valley E (RDA)
Duncan (C)
Halalt 2 (R)
Kil-pah-las 3 (R)
North Cowichan (DM)
Squaw-hay-one 11 (R)
Theik 2 (R)
Tsussie 6 (R)

Edmonton, CMA
Alexander 134 (R)
Beaumont (T)
Betula Beach (SV)
Bon Accord (T)
Bruderheim (T)
Calmar (T)
Devon (T)
Edmonton (C)
Fort Saskatchewan (C)
Gibbons (T)
Golden Days (SV)
Itaska Beach (SV)
Kapasiwin (SV)
Lakeview (SV)
Leduc (C)
Leduc County (CM)
Legal (T)
Morinville (T)
New Sarepta (VL)
Parkland County (CM)
Point Alison (SV)
Redwater (T)
Seba Beach (SV)
Spring Lake (VL)
Spruce Grove (C)
St. Albert (C)
Stony Plain (T)
Stony Plain 135 (R)
Strathcona County (SM)
Sturgeon County (MD)
Sundance Beach (SV)
Thorsby (VL)
Wabamun (VL)
Wabamun 133A (R)
Warburg (VL)

Edmundston, CA
Edmundston (C)
Saint-Basile (PAR)
Saint-Hilaire (PAR)
Saint-Jacques (PAR)
Saint-Joseph (PAR)
St. Basile 10 (R)

Elliot Lake, CA
Elliot Lake (C)

Estevan, CA
Bienfait (T)
Estevan (C)
Estevan No. 5 (RM)

Fort St. John, CA
Fort St. John (C)

Fredericton, CA
Bright (PAR)
Devon 30 (R)
Douglas (PAR)
Fredericton (C)
Kingsclear (PAR)
Kingsclear 6 (R)
Lincoln (PAR)
Maugerville (PAR)
New Maryland (PAR)
New Maryland (VL)
Saint Marys (PAR)
St. Mary's 24 (R)

Gander, CA
Appleton (T)

Division No. 6, Subd. E (SUN)
Gander (T)
Glenwood (T)

Granby, CA
Bromont (V)
Granby (V)
Granby (CT)

Grande Prairie, CA
Grande Prairie (C)

Grand Falls-Windsor, CA
Badger (T)
Botwood (T)

Division No. 6, Subd. C (SUN)
Grand Falls-Windsor (T)
Northern Arm (T)
Peterview (T)

Greater Sudbury, CMA
Greater Sudbury (C)
Wahnapitei 11 (R)
Whitefish Lake 6 (R)

Guelph, CA
Guelph (C)
Guelph/Eramosa (TP)

Haileybury, CA
Cobalt (T)
Dymond (TP)
Haileybury (T)
Harris (TP)
Hudson (TP)
New Liskeard (T)

Halifax, CMA
Cole Harbour 30 (R)
Halifax (RGM)
Sheet Harbour 36 (R)
Shubenacadie 13 (R)

Hamilton, CMA
Burlington (C)
Grimsby (T)
Hamilton (C)

Hawkesbury, CA
Grenville (VL)
Hawkesbury (T)

Joliette, CA
Joliette (V)
Notre-Dame-des-Prairies (M)
Saint-Charles-Borromée (M)

Kamloops, CA
Kamloops (C)
Kamloops 1 (R)
Logan Lake (DM)
Neskonlith 1 (Neskainlith 1) (R)
Sahhaltkum 4 (R)
Thompson-Nicola J (RDA)
Thompson-Nicola P (RDA)
Whispering Pines 4 (R)

Kawartha Lakes, CA
Kawartha Lakes (C)

Kelowna, CA
Central Okanagan G (RDA)
Central Okanagan H (RDA)
Central Okanagan I (RDA)
Duck Lake 7 (R)
Kelowna (C)
Lake Country (DM)
Peachland (DM)
Tsinstikeptum 10 (R)
Tsinstikeptum 9 (R)

Kenora, CA
Kenora (C)

Kentville, CA
Kentville (T)

Kings, Subd. B (SCM)

Kings, Subd. C (SCM)

Kingston, CMA
Frontenac Islands (TP)
Kingston (C)
Loyalist (TP)
South Frontenac (TP)

Kitchener, CMA
Cambridge (C)
Kitchener (C)
North Dumfries (TP)
Waterloo (C)
Woolwich (TP)

Kitimat, CA
Kitimat (DM)

Labrador City, CA
Labrador City (T)
Wabush (T)

Lachute, CA
Lachute (V)

La Tuque, CA
La Bostonnais (M)
La Croche (M)
La Tuque (V)

Leamington, CA
Kingsville (T)
Leamington (T)

Lethbridge, CA

Lethbridge (C)

Lloydminster, CA

Lloydminster (Part) (C)

Lloydminster (Part) (C)

London, CMA

Central Elgin (TP)

London (C)

Middlesex Centre (TP)

Southwold (TP)

Strathroy-Caradoc (TP)

St. Thomas (C)

Thames Centre (TP)

Magog, CA

Magog (V)

Magog (CT)

Omerville (VL)

Matane, CA

Matane (V)

Petit-Matane (M)

Sainte-Félicité (M)

Saint-Jérôme-de-Matane (P)

Saint-Luc-de-Matane (M)

Medicine Hat, CA

Cypress County (MD)

Medicine Hat (C)

Redcliff (T)

Midland, CA

Midland (T)

Penetanguishene (T)

Tay (TP)

Moncton, CA

Coverdale (PAR)

Dieppe (T)

Dorchester (PAR)

Dorchester (VL)

Elgin (PAR)

Fort Folly 1 (R)

Hillsborough (PAR)

Hillsborough (VL)

Memramcook (VL)

Moncton (PAR)

Moncton (C)

Riverview (T)

Salisbury (VL)

Montréal, CMA

Anjou (V)

Baie-d'Urfé (V)

Beaconsfield (V)

Beauharnois (V)

Bellefeuille (V)

Beloeil (V)

Blainville (V)

Boisbriand (V)

Bois-des-Filion (V)

Boucherville (V)

Brossard (V)

Candiac (V)

Carignan (V)

Chambly (V)

Charlemagne (V)

Châteauguay (V)

Côte-Saint-Luc (C)

Delson (V)

Deux-Montagnes (V)

Dollard-des-Ormeaux (V)

Dorval (C)

Gore (CT)

Greenfield Park (V)

Hampstead (V)

Hudson (V)

Kahnawake 14 (R)

Kanesatake (R)

Kirkland (V)

Lachenaie (V)

Lachine (V)

Lafontaine (V)

La Plaine (V)

La Prairie (V)

LaSalle (V)

L'Assomption (V)

Laval (V)

Lavaltrie (VL)

Le Gardeur (V)

LeMoyne (V)

Léry (V)

Les Cèdres (M)

L'Île-Bizard (V)

L'Île-Cadieux (V)

L'Île-Dorval (V)

L'Île-Perrot (V)

Longueuil (V)

Lorraine (V)

Maple Grove (V)

Mascouche (V)

McMasterville (M)

Melocheville (VL)

Mercier (V)

Mirabel (V)

Montréal (V)

Montréal-Est (V)

Montréal-Nord (V)

Montréal-Ouest (V)

Mont-Royal (V)

Mont-Saint-Hilaire (V)

Notre-Dame-de-l'Île-Perrot (M)

Oka (M)

Otterburn Park (V)

Outremont (V)

Pierrefonds (V)

Pincourt (V)

Pointe-Calumet (M)

Pointe-Claire (V)

Pointe-des-Cascades (VL)

Repentigny (V)

Richelieu (V)

Rosemère (V)

Roxboro (V)

Saint-Amable (M)

Saint-Antoine (V)

Saint-Antoine-de-Lavaltrie (P)

Saint-Basile-le-Grand (V)

Saint-Bruno-de-Montarville (V)

Saint-Colomban (P)

Saint-Constant (V)

Sainte-Anne-de-Bellevue (V)

Sainte-Anne-des-Plaines (V)

Sainte-Catherine (V)

Sainte-Geneviève (V)

Sainte-Julie (V)

Sainte-Marthe-sur-le-Lac (V)

Sainte-Thérèse (V)

Saint-Eustache (V)

Saint-Hubert (V)

Saint-Isidore (P)

Saint-Jérôme (V)

Saint-Joseph-du-Lac (M)

Saint-Lambert (V)

Saint-Laurent (V)

Saint-Lazare (P)

Saint-Léonard (V)

Saint-Mathias-sur-Richelieu (M)

Saint-Mathieu (M)

Saint-Mathieu-de-Beloeil (M)

Saint-Philippe (M)

Saint-Placide (M)

Saint-Sulpice (P)

Senneville (VL)

Terrasse-Vaudreuil (M)

Terrebonne (V)

Varennes (V)

Vaudreuil-Dorion (V)

Vaudreuil-sur-le-Lac (VL)

Verdun (V)

Westmount (V)

Moose Jaw, CA

Moose Jaw (C)

Moose Jaw No. 161 (RM)

Nanaimo, CA

Nanaimo (C)

Nanaimo A (RDA)

Nanaimo C (RDA)

Nanaimo D (RDA)

Nanaimo River 2 (R)

Nanaimo River 3 (R)

Nanaimo River 4 (R)

Nanaimo Town 1 (R)

Nanoose (R)

New Glasgow, CA

Fisher's Grant 24 (R)

Merigomish Harbour 31 (R)

New Glasgow (T)

Pictou, Subd. B (SCM)

Pictou, Subd. C (SCM)

Stellarton (T)

Trenton (T)

Westville (T)

Norfolk, CA

Norfolk (C)

North Battleford, CA

Battleford (T)

North Battleford (C)

North Bay, CA

Bonfield (TP)

East Ferris (TP)

Nipissing 10 (R)

North Bay (C)

North Himsworth (TP)

Orillia, CA

Orillia (C)

Severn (TP)

Oshawa, CMA

Clarington (T)

Oshawa (C)

Whitby (T)

Ottawa - Hull, CMA

Aylmer (V)

Buckingham (V)

Cantley (M)

Chelsea (M)

Clarence-Rockland (C)

Gatineau (V)

Hull (V)

La Pêche (M)

Masson-Angers (V)

Ottawa (C)

Pontiac (M)

Russell (TP)

Val-des-Monts (M)

Owen Sound, CA

Georgian Bluffs (TP)

Owen Sound (C)

Parksville, CA

Nanaimo G (RDA)

Parksville (C)

Qualicum Beach (T)

Pembroke, CA

Laurentian Valley (TP)

L'Isle-aux-Allumettes (M)

Pembroke (C)

Penticton, CA

Okanagan-Similkameen D (RDA)

Okanagan-Similkameen E (RDA)

Okanagan-Similkameen F (RDA)

Penticton (C)

Penticton 1 (R)

Petawawa, CA

Petawawa (T)

Peterborough, CA

Curve Lake First Nation 35 (R)

Douro-Dummer (TP)

Hiawatha First Nation 36 (R)

Otonabee-South Monaghan (TP)

Peterborough (C)

Smith-Ennismore-Lakefield (TP)

Portage la Prairie, CA

Dakota Plains 6A (R)

Dakota Tipi 1 (R)

Long Plain (Part) 6 (R)

Portage la Prairie (RM)

Portage la Prairie (C)

Port Alberni, CA

Ahahswinis 1 (R)

Alberni 2 (R)

Alberni-Clayoquot B (RDA)

Alberni-Clayoquot D (RDA)

Alberni-Clayoquot E (RDA)

Alberni-Clayoquot F (RDA)

Klehkoot 2 (R)

Port Alberni (C)

Tsahaheh 1 (R)

Port Hope and Hope, CA

Port Hope and Hope (T)

Powell River, CA

Harwood Island 2 (R)

Powell River (DM)

Powell River A (RDA)

Powell River B (RDA)

Powell River C (RDA)

Sechelt (Part) (IGD)

Sliammon 1 (R)

Prince Albert, CA

Buckland No. 491 (RM)
Opawakoscikan (R)
Prince Albert (C)
Prince Albert No. 461 (RM)
Wahpaton 94A (R)

Prince George, CA

Fort George (Shelley) 2 (R)
Fraser-Fort George A (RDA)
Fraser-Fort George C (RDA)
Fraser-Fort George D (RDA)
Fraser-Fort George F (RDA)
Prince George (C)

Prince Rupert, CA

Port Edward (DM)
Prince Rupert (C)

Québec, CMA

Beaumont (M)
Beauport (V)
Boischatel (M)
Cap-Rouge (V)
Charlesbourg (V)
Charny (V)
Château-Richer (V)
Fossambault-sur-le-Lac (V)
Lac-Beauport (M)
Lac-Delage (V)
Lac-Saint-Charles (V)
Lac-Saint-Joseph (V)
L'Ancienne-Lorette (V)
L'Ange-Gardien (P)
Lévis (V)
Loretteville (V)
Notre-Dame-des-Anges (P)
Pintendre (M)
Québec (V)
Saint-Augustin-de-Desmaures (M)
Sainte-Brigitte-de-Laval (M)
Sainte-Catherine-de-la-Jacques-Cartier (V)
Sainte-Famille (P)
Sainte-Foy (V)
Sainte-Hélène-de-Breakeyville (P)
Saint-Émile (V)
Sainte-Pétronille (VL)
Saint-Étienne-de-Lauzon (M)
Saint-François (P)
Saint-Gabriel-de-Valcartier (M)
Saint-Jean (P)
Saint-Jean-Chrysostome (V)
Saint-Joseph-de-la-Pointe-de-Lévy (P)
Saint-Lambert-de-Lauzon (P)
Saint-Laurent-de-l'Île-d'Orléans (M)
Saint-Nicolas (V)
Saint-Pierre-de-l'Île-d'Orléans (M)
Saint-Rédempteur (V)
Saint-Romuald (V)
Shannon (M)
Sillery (V)
Stoneham-et-Tewkesbury (CU)
Val-Bélair (V)
Vanier (V)
Wendake (R)

Quesnel, CA

Alexandria 1 (R)
Alexandria 1A (R)

Alexandria 3 (R)
Alexandria 3A (R)
Baezaeko River 25 (R)
Baezaeko River 26 (R)
Cariboo A (RDA)
Cariboo B (RDA)
Cariboo C (RDA)
Cariboo I (RDA)
Coglistiko River 29 (R)
Euchinico Creek 17 (R)
Kluskus 1 (R)
Kushya Creek 7 (R)
Nazco 20 (R)
Quesnel (C)
Quesnel 1 (R)
Sundayman's Meadow 3 (R)
Tatelkus Lake 28 (R)
Trout Lake Alec 16 (R)
Wells (DM)

Red Deer, CA

Red Deer (C)

Regina, CMA

Balgonie (T)
Belle Plaine (VL)
Buena Vista (VL)
Disley (VL)
Edenwold (VL)
Edenwold No. 158 (RM)
Grand Coulee (VL)
Lumsden (T)
Lumsden Beach (RV)
Lumsden No. 189 (RM)
Pense (VL)
Pense No. 160 (RM)
Pilot Butte (T)
Regina (C)
Regina Beach (T)
Sherwood No. 159 (RM)
White City (T)

Rimouski, CA

Le Bic (M)
Pointe-au-Père (V)
Rimouski (V)
Rimouski-Est (VL)
Saint-Anaclet-de-Lessard (P)
Sainte-Blandine (P)
Sainte-Odile-sur-Rimouski (P)
Saint-Narcisse-de-Rimouski (P)

Rivière-du-Loup, CA

Notre-Dame-du-Portage (P)
Rivière-du-Loup (V)
Saint-Antonin (P)

Rouyn-Noranda, CA

Arntfield (M)
Bellecombe (M)
Cloutier (M)
D'Alembert (M)
Évain (M)
McWatters (M)
Rouyn-Noranda (V)

Saint-Georges, CA

Aubert-Gallion (M)
Saint-Georges (V)
Saint-Georges-Est (P)
Saint-Jean-de-la-Lande (P)

Saint-Hyacinthe, CA

Sainte-Rosalie (V)
Sainte-Rosalie (P)
Saint-Hyacinthe (V)
Saint-Hyacinthe-le-Confesseur (P)
Saint-Thomas-d'Aquin (P)

Saint-Jean-sur-Richelieu, CA

Iberville (V)
L'Acadie (M)
Saint-Athanase (P)
Saint-Jean-sur-Richelieu (V)
Saint-Luc (V)

Saint John, CMA

Grand Bay-Westfield (T)
Greenwich (PAR)
Hampton (PAR)
Hampton (T)
Kingston (PAR)
Lepreau (PAR)
Musquash (PAR)
Petersville (PAR)
Quispamsis (T)
Rothesay (PAR)
Rothesay (T)
Saint John (C)
Saint Martins (PAR)
Simonds (PAR)
St. Martins (VL)
Upham (PAR)
Westfield (PAR)

Salaberry-de-Valleyfield, CA

Grande-Île (M)
Saint-Timothée (V)
Salaberry-de-Valleyfield (V)

Sarnia, CA

Point Edward (VL)
Sarnia (C)
Sarnia 45 (R)
St. Clair (TP)

Saskatoon, CMA

Allan (T)
Asquith (T)
Blucher No. 343 (RM)
Bradwell (VL)
Clavet (VL)
Colonsay (T)
Colonsay No. 342 (RM)
Corman Park No. 344 (RM)
Dalmeny (T)
Delisle (T)
Dundurn (T)
Dundurn No. 314 (RM)
Elstow (VL)
Langham (T)
Martensville (T)
Meacham (VL)
Osler (T)
Saskatoon (C)
Shields (RV)
Thode (RV)
Vanscoy (VL)
Vanscoy No. 345 (RM)
Warman (T)
White Cap 94 (R)

Sault Ste. Marie, CA

Garden River 14 (R)
Laird (TP)

Macdonald, Meredith and Aberdeen Additional (TP)

Prince (TP)
Rankin Location 15D (R)
Sault Ste. Marie (C)

Sept-Îles, CA

Maliotenam 27A (R)
Moisie (V)
Sept-Îles (V)
Uashat (R)

Shawinigan, CA

Grand-Mère (V)
Lac-à-la-Tortue (M)
Saint-Boniface-de-Shawinigan (VL)
Saint-Georges (V)
Saint-Gérard-des-Laurentides (P)
Saint-Jean-des-Piles (P)
Saint-Mathieu-du-Parc (M)
Shawinigan (V)
Shawinigan-Sud (V)

Sherbrooke, CMA

Ascot (M)
Ascot Corner (M)
Bromptonville (V)
Compton (M)
Deauville (M)
Fleurimont (V)
Hatley (CT)
Lennoxville (V)
North Hatley (VL)
Rock Forest (V)
Saint-Denis-de-Brompton (P)
Saint-Élie-d'Orford (M)
Sherbrooke (V)
Stoke (M)
Waterville (V)

Sorel-Tracy, CA

Sainte-Anne-de-Sorel (P)
Sainte-Victoire-de-Sorel (P)
Saint-Joseph-de-Sorel (V)
Sorel-Tracy (V)

Squamish, CA

Kowtain 17 (R)
Seaichem 16 (R)
Squamish (DM)
Stawamus 24 (R)
Waiwakum 14 (R)
Yekwaupsum 18 (R)

St. Catharines - Niagara, CMA

Fort Erie (T)
Lincoln (T)
Niagara Falls (C)
Niagara-on-the-Lake (T)
Pelham (T)
Port Colborne (C)
St. Catharines (C)
Thorold (C)
Wainfleet (TP)
Welland (C)

St. John's, CMA

Bauline (T)
Bay Bulls (T)
Conception Bay South (T)
Flatrock (T)
Logy Bay-Middle Cove-Outer Cove (T)
Mount Pearl (C)
Paradise (T)
Petty Harbour-Maddox Cove (T)
Portugal Cove-St. Philip's (T)
Pouch Cove (T)
St. John's (C)
Torbay (T)
Witless Bay (T)

Stratford, CA

Stratford (C)

Summerside, CA

Linkletter (COM)
Lot 17 (LOT)
Miscouche (COM)
Summerside (C)

Swift Current, CA

Swift Current (C)
Swift Current No. 137 (RM)

Terrace, CA

Kitimat-Stikine C (Part 1) (RDA)
Kitimat-Stikine E (RDA)
Kitsumkaylum 1 (R)
Kshish 4 (R)
Kulspai 6 (R)
Terrace (C)

Thetford Mines, CA

Black Lake (V)
Pontbriand (M)
Robertsonville (VL)
Thetford Mines (V)
Thetford-Partie-Sud (CT)

Thompson, CA

Thompson (C)

Thunder Bay, CMA

Conmee (TP)
Fort William 52 (R)
Gillies (TP)
Neebing (TP)
O'Connor (TP)
Oliver Paipoonge (TP)
Shuniah (TP)
Thunder Bay (C)

Tillsonburg, CA

Tillsonburg (T)

Timmins, CA

Timmins (C)

Toronto, CMA

Ajax (T)
Aurora (T)
Bradford West Gwillimbury (T)
Brampton (C)
Caledon (T)
Chippewas of Georgina Island First Nation (R)
East Gwillimbury (T)
Georgina (T)

Halton Hills (T)
King (TP)
Markham (T)
Milton (T)
Mississauga (C)
Mono (T)
Newmarket (T)
New Tecumseth (T)
Oakville (T)
Orangeville (T)
Pickering (C)
Richmond Hill (T)
Toronto (C)
Uxbridge (TP)
Vaughan (C)
Whitchurch-Stouffville (T)

Trois-Rivières, CMA

Bécancour (V)
Cap-de-la-Madeleine (V)
Champlain (M)
Pointe-du-Lac (M)
Sainte-Marthe-du-Cap (V)
Saint-Louis-de-France (V)
Saint-Maurice (P)
Trois-Rivières (V)
Trois-Rivières-Ouest (V)
Wôlinak 11 (R)

Truro, CA

Colchester, Subd. B (SCM)

Colchester, Subd. C (SCM)

Millbrook 27 (R)
Truro (T)

Val-d'Or, CA

Dubuisson (M)
Lac-Simon (R)
Sullivan (M)
Val-d'Or (V)
Val-Senneville (M)
Vassan (M)

Vancouver, CMA

Anmore (VL)
Barnston Island 3 (R)
Belcarra (VL)
Bowen Island (IM)
Burnaby (C)
Burrard Inlet 3 (R)
Capilano 5 (R)
Coquitlam (C)
Coquitlam 1 (R)
Coquitlam 2 (R)
Delta (DM)
Greater Vancouver A (RDA)
Katzie 1 (R)
Katzie 2 (R)
Langley (DM)
Langley (C)
Langley 5 (R)
Lions Bay (VL)
Maple Ridge (DM)
Matsqui 4 (R)
McMillan Island 6 (R)
Mission 1 (R)
Musqueam 2 (R)
Musqueam 4 (R)
New Westminster (C)
North Vancouver (DM)

North Vancouver (C)
Pitt Meadows (DM)
Port Coquitlam (C)
Port Moody (C)
Richmond (C)
Semiahmoo (R)
Seymour Creek 2 (R)
Surrey (C)
Tsawwassen (R)
Vancouver (C)
West Vancouver (DM)
White Rock (C)
Whonnock 1 (R)

Vernon, CA

Coldstream (DM)
North Okanagan B (RDA)
North Okanagan C (RDA)
Okanagan (Part) 1 (R)
Priest's Valley 6 (R)
Vernon (C)

Victoria, CMA

Becher Bay 1 (R)
Capital H (Part 1) (RDA)
Central Saanich (DM)
Cole Bay 3 (R)
Colwood (C)
East Saanich 2 (R)
Esquimalt (DM)
Esquimalt (R)
Highlands (DM)
Langford (DM)
Metchosin (DM)
New Songhees 1A (R)
North Saanich (DM)
Oak Bay (DM)
Saanich (DM)
Sidney (T)
Sooke (DM)
South Saanich 1 (R)
T'Sou-ke 1 (Sooke 1) (R)
T'Sou-ke 2 (Sooke 2) (R)
Union Bay 4 (R)
Victoria (C)
View Royal (T)

Victoriaville, CA

Saint-Christophe-d'Arthabaska (P)
Victoriaville (V)

Wetaskiwin, CA

Wetaskiwin (C)

Whitehorse, CA

Ibex Valley (HAM)
Lake Laberge 1 (R)
Mt. Lorne (HAM)
Whitehorse (C)

Whitehorse, Unorganized (UNO)

Williams Lake, CA

Alkali Lake 1 (R)
Alkali Lake 4A (R)
Cariboo D (RDA)
Cariboo E (RDA)
Cariboo F (RDA)
Deep Creek 2 (R)
Dog Creek 1 (R)
Dog Creek 2 (R)
Johny Sticks 2 (R)

Little Springs 18 (R)
Little Springs 8 (R)
Sandy Harry 4 (R)
Soda Creek 1 (R)
Swan Lake 3 (R)
Williams Lake (C)
Williams Lake 1 (R)

Windsor, CMA

Amherstburg (T)
Lakeshore (T)
LaSalle (T)
Tecumseh (T)
Windsor (C)

Winnipeg, CMA

Brokenhead 4 (R)
East St. Paul (RM)
Headingley (RM)
Ritchot (RM)
Rosser (RM)
Springfield (RM)
St. Clements (RM)
St. François Xavier (RM)
Taché (RM)
West St. Paul (RM)
Winnipeg (C)

Wood Buffalo, CA

Allison Bay 219 (R)
Charles Lake 225 (R)
Chipewyan 201 (R)
Chipewyan 201A (R)
Chipewyan 201B (R)
Chipewyan 201C (R)
Chipewyan 201D (R)
Chipewyan 201E (R)
Chipewyan 201F (R)
Chipewyan 201G (R)
Clearwater 175 (R)
Collin Lake 223 (R)
Cornwall Lake 224 (R)
Devil's Gate 220 (R)
Dog Head 218 (R)
Fort Mackay (S-E)
Fort McKay 174 (R)
Gregoire Lake 176 (R)
Gregoire Lake 176A (R)
Janvier 194 (R)
Namur Lake 174B (R)
Namur River 174A (R)
Old Fort 217 (R)
Sandy Point 221 (R)
Wood Buffalo (RGM)

Woodstock, CA

Woodstock (C)

Yellowknife, CA

Yellowknife (C)

Yorkton, CA

Ebenezer (VL)
Orkney No. 244 (RM)
Springside (T)
Willowbrook (VL)
Yorkton (C)

Appendix Table B.2

Rural and Remote, Mid-Sized Urban, and Large Urban Library Representation[1] by Sector

(Institutional Survey; n=287)

	Percent		
Library Sector	Rural and Remote[2]	Mid-Sized Urban[3]	Large Urban[4]
TOTAL	**18**	**18**	**64**
TOTAL ACADEMIC	**8**	**20**	**72**
CARL	0	8	92
Other Academic	12	26	62
TOTAL PUBLIC	**33**	**23**	**44**
CULC	4	8	89
Other Public	41	28	31
TOTAL SPECIAL[5]	**6**	**10**	**84**
Special Government	6	11	83
Special Non-Profit	6	11	83

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Distribution of Rural and Remote / Urban designations for libraries employing professional librarians only and excludes 2 institutions for which geographic location information was not provided.

[2] Rural and Remote Includes communities with a core population of less than 10,000, plus the northern territories.

[3] Mid-Sized Urban corresponds to Statistics Canada's Census Agglomerate (CA) definition and has a population size between 10,000 and 99,999 including all neighbouring municipalities where 50% or more of the labour force commutes into the urban core .

[4] Large Urban corresponds to Statistics Canada's Census Metropolitan Area (CMA) definition and has a population of at least 100,000 including all neighbouring municipalities where 50% or more of the labour force commutes into the urban core.

[5] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the Total Special results.

Appendix Table B.3

Respondents by Size of Library

(Individual Survey)

Library Size	Sample Size[1]	Percent of Total Sample
TOTAL	**3,875**	**100.0**
Less than 5 Employees	802	21
5 – 19 Employees	819	21
20 – 50 Employees	570	15
More than 50 Employees	1,684	43

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Sample excludes respondents who did not provide information on the size of their library.

Appendix Table B.4

Percentage of Respondents Residing in a Rural or Remote Region of Canada[1]

(Individual Survey; n=3,898)

Library Sector	Percent
TOTAL	**18**
ACADEMIC TOTAL	**11**
CARL	4
Other Academic	24
PUBLIC TOTAL	**24**
CULC	6
Other Public	59
SPECIAL TOTAL	**13**
Government	14
Non-Profit	13
For-Profit	3
SCHOOL	**28**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Rural designation in the individual sample is based on 'no' responses to the question "Is your library located in an urban centre with a municipal population of more than 10,000 people?" Because not all respondents provided an answer to this question, rural designation was also assigned to respondents indicating that they "already work in a rural/remote region of Canada," plus respondents residing in one of Canada's northern territories.

Appendix Table B.5

Breakdown of Government Response Rates by Type of Government

(Individual Survey)

	Percent	
Type of Government	Librarians (n=248)	Paraprofessionals (n=150)
TOTAL	**100**	**100**
Federal	61	52
Provincial	36	45
Municipal	3	3

Source: 8Rs Canadian Library Human Resource Individual Survey

Appendix Table C.1   Type of Professional Librarian by Library Sector
(Institutional Survey; n=289)

Library Sector	Percent				
	Public Service Librarians	Technical Service Librarians	IT Librarians	Management	Other[1]
TOTAL SAMPLE	**51**	**11**	**3**	**17**	**18**
TOTAL ACADEMIC	**46**	**16**	**5**	**18**	**15**
CARL	50	18	5	18	9
Other Academic	22	5	2	11	60
TOTAL PUBLIC	**60**	**5**	**1**	**17**	**17**
CULC	68	5	1	18	8
Other Public	21	7	1	16	55
TOTAL SPECIAL[2]	**18**	**17**	**3**	**15**	**47**
Government	25	17	3	18	37
Non-Profit	11	19	2	12	56

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Other includes librarians designated as "other" where further definition not specified.

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Table C.2
Volunteer Labour[1] by Library Sector[2]
(Institutional Survey; n=433)

Library Sector	Percent Utilizing Volunteer Labour	Sector Distribution of Volunteer Hours/Year
TOTAL SAMPLE	**43**	**100**
		(total hours/year: 442,223)
ACADEMIC TOTAL	**12**	**1**
CARL	16	<1
Academic	10	<1
PUBLIC TOTAL	**65**	**93**
CULC	71	62
Public	64	31
SPECIAL TOTAL[3]	**25**	**6**
Government	6	<1
Non-Profit	42	6

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Includes organizations that utilize any volunteer labour for any job functions.

[2] Though we have no equivalent data for school libraries, prior research estimates that 41% of school libraries rely on volunteers (People for Education, 2002).

[3] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Table C.3
Work status of Professional Librarians by Library Sector
(Institutional Survey; n=289)

Library Sector	Percent		
	Part-Time[1]	Temporary[2]	Union Member
TOTAL SAMPLE	**10**	**5**	**67**
TOTAL ACADEMIC	**7**	**7**	**74**
CARL	6	7	75
Other Academic	10	8	66
TOTAL PUBLIC	**11**	**3**	**63**
CULC	12	3	72
Other Public	8	6	26
TOTAL SPECIAL[3]	**8**	**5**	**50**
Government	7	2	75
Non-Profit	7	10	24

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Part-Time status includes individuals who normally working less than 30 hours per week.

[2] Temporary status includes individuals where there is an indication of when the employment will end.

[3] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Table C.4

Work status of Paraprofessional Staff by Library Sector

(Institutional Survey; n=202)

Library Sector	Percent		
	Part-Time[1]	Temporary[2]	Union Member
TOTAL SAMPLE	**27**	**6**	**82**
TOTAL ACADEMIC	**5**	**7**	**89**
CARL	4	7	89
Other Academic	8	10	89
TOTAL PUBLIC	**45**	**4**	**80**
CULC	47	3	97
Other Public	40	8	40
TOTAL SPECIAL[3]	**14**	**9**	**64**
Government	7	12	86
Non-Profit	21	6	50

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Part-Time status includes individuals who normally working less than 30 hours per week.

[2] Temporary status includes individuals where there is an indication of when the employment will end.

[3] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Table C.5

Visible Minority Status[1] Among Professional Librarians and Paraprofessional Staff by Library Sector

(Institutional Survey; n=263)

Library Sector	Percent		
	All Staff	Professional Librarians	Para-professional Staff
TOTAL SAMPLE	**4**	**5**	**4**
TOTAL ACADEMIC	**4**	**4**	**3**
CARL	3	4	3
Academic	4	5	4
TOTAL PUBLIC	**4**	**5**	**4**
CULC	4	5	5
Public	2	1	2
TOTAL SPECIAL[2]	**5**	**4**	**5**
Government	5	5	4
Non-Profit	5	4	6

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Visible Minorities include those who are non-Caucasian in race or non-white in colour (e.g., black, Asian, Middle Eastern, Hispanic).

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Table C.6   Recruitment Policies by Library Sector

(Institutional Survey; n=253)

Library Sector	Percent				
	Policy Recognizing Credentials from			Policy Recognizing	
	On-line Programs	Distance-education Programs	Non-North American Programs	Canadian Applicants First	Ethnic Diversity
TOTAL SAMPLE	**22**	**23**	**27**	**29**	**28**
TOTAL ACADEMIC	**26**	**30**	**40**	**50**	**42**
CARL	32	36	69	65	77
Academic	24	27	25	43	26
TOTAL PUBLIC	**21**	**23**	**23**	**11**	**8**
CULC	17	17	21	8	12
Public	22	24	24	12	7
TOTAL SPECIAL[1]	**19**	**17**	**19**	**34**	**41**
Government	32	29	23	58	62
Non-profit	7	7	19	21	27

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Table D.1

Demand Change for Need to Hire Professional Librarians[1] by Library Sector

(Institutional Survey; n=278)

Library Sector	Percent		
	Demand Increased	Demand Stable	Demand Decreased
TOTAL SAMPLE	**35**	**58**	**7**
TOTAL ACADEMIC	**51**	**39**	**10**
CARL	72	16	12
Other Academic	41	50	9
TOTAL PUBLIC	**41**	**56**	**3**
CULC	86	14	0
Other Public	30	66	5
TOTAL SPECIAL[2]	**27**	**66**	**7**
Government	17	77	6
Non-profit	36	53	11

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on responses to the question "Has your organization's need to hire new professional librarians increased, decreased, or remained stable compared to 5 years ago?"

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Table D.2

Current Ability to Recruit Compared to 5 Years Ago[1] by Library Sector

(Institutional Survey; n=262)

Library Sector	Percent		
	Easier	The Same	More Difficult
TOTAL SAMPLE	**13**	**56**	**31**
TOTAL ACADEMIC	**16**	**57**	**27**
CARL	16	72	12
Other Academic	16	51	33
TOTAL PUBLIC	**10**	**58**	**32**
CULC	29	42	29
Other Public	6	62	32
TOTAL SPECIAL[2]	**15**	**52**	**33**
Government	17	55	28
Non-Profit	12	46	42

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on responses "1" and "2", and "4" and "5" on a 5-point scale, with "1" meaning "much easier" and "5" meaning "much more difficult"), to the question: "How would you rate your organization's ability to recruit qualified professional librarians compared to 5 years ago?"

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Table D.3   Recruitment Patterns[1] by Library Sector

(Institutional Survey; n=278)

Library Sector	Percent			
	Pattern 1	Pattern 2	Pattern 3	Pattern 4
	Stable/Decreased Need to Recruit & Have Not Recruited	Increased Need to Recruit & Have Recruited	Increased Need to Recruit & Have Not Recruited	Stable/Decreased Need to Recruit & Have Recruited
TOTAL	**47**	**23**	**16**	**14**
TOTAL ACADEMIC	**36**	**34**	**17**	**13**
CARL	8	65	8	19
Other Academic	48	20	21	11
TOTAL PUBLIC	**43**	**28**	**12**	**17**
CULC	4	68	12	16
Other Public	54	16	13	17
TOTAL SPECIAL[2]	**64**	**7**	**19**	**10**
Government	69	3	14	14
Non-profit	58	11	25	6

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on responses to the question "Has your organization's need to hire new professional librarians increased, decreased, or remained stable compared to 5 years ago?" and includes new professional librarians hired in the past year (between January 1, 2002 and December 31, 2002).

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Table D.4

Applicant Ratings Compared to 5 Years Ago[1] by Library Sector

(Institutional Survey; n=254)

Library Sector	Percent		
	Less Qualified	The Same	More Qualified
TOTAL SAMPLE	**6**	**53**	**41**
TOTAL ACADEMIC	**4**	**47**	**49**
CARL	4	23	73
Other Academic	4	58	38
TOTAL PUBLIC	**8**	**64**	**28**
CULC	15	46	39
Other Public	5	70	25
TOTAL SPECIAL[2]	**7**	**41**	**52**
Government	3	49	48
Non-profit	13	32	55

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on responses "1" and "2", and "4" and "5" on a 5-point scale, with "1" meaning "much less qualified" and "5" meaning "much more qualified", to the question: "How would you rate the general qualifications of applicants for professional librarians positions compared to 5 years ago?"

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Table D.5

Prior Sectors Librarians Worked[1] in by Library Sector

(Individual Survey; n=2,076)

Current Library Sector	Percent Previously Working in Sector			
	Academic	Public	Special	School
TOTAL	**42**	**30**	**41**	**8**
TOTAL ACADEMIC	**N/A**	**31**	**45**	**7**
CARL	N/A	24	43	4
Other Academic	N/A	43	47	12
TOTAL PUBLIC	**42**	**N/A**	**30**	**9**
CULC	42	N/A	30	7
Other Public	43	N/A	30	14
TOTAL SPECIAL	**42**	**30**	**N/A**	**7**
Government	38	29	N/A	9
Non-Profit	47	30	N/A	4
For-Profit	46	32	N/A	4
SCHOOL	**38**	**23**	**29**	**N/A**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on responses to the question: "Which of the following different library sectors have you worked in previously?"

Appendix Table D.6

Canadian Location of Library Applied to[1] by Library Sector[2]

(Recent Professional Librarian Entrants Only[3], Individual Survey; n=356)

Library Sector	Percent		
	MLIS University	MLIS City	Other Canadian City
TOTAL SAMPLE	**33**	**57**	**68**
TOTAL ACADEMIC	**41**	**52**	**69**
CARL	42	54	68
Academic	39	48	72
TOTAL PUBLIC	**27**	**65**	**63**
CULC	28	74	54
Public	25	50	77
TOTAL SPECIAL	**35**	**54**	**75**
Government	28	50	88
Non-profit	39	58	58

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on responses to the question: "Which of the following locations did you apply to when looking for your first professional librarian job?"

[2] Results for For-Profit and for School librarians are not presented separately because of insufficient cases reporting; however, they are included in the *Total Sample* results. For-Profit library results are also shown in the *Total Special* results.

[3] Recent Professional Librarian Entrants are defined as individuals who have been working as a professional librarians for less than 6 years.

Appendix Table F.1   **Paraprofessional Inter- and Intra-Organizational Mobility Indicators by Library Sector**
(Individual Survey)

Library Sector	Percent			
	Senior Paraprofessionals at Current Organization > 10 years	Interest in Spending Remainder of Career at Current Organization	Interested in More Responsible Position	Opportunities for Advancement Provided
	(n=765)	(n=1,541)	(n=1,517)	(n=1,672)
TOTAL	**87**	**64**	**47**	**27**
TOTAL ACADEMIC	**90**	**66**	**50**	**23**
CARL	95	69	51	25
Other Academic	79	62	49	21
TOTAL PUBLIC	**88**	**61**	**45**	**31**
CULC	91	62	48	32
Other Public	80	59	41	30
TOTAL SPECIAL	**76**	**63**	**46**	**30**
Government	85	64	48	30
Non-Profit	72	63	43	30
For-Profit	56	58	44	25
TOTAL SCHOOL	**81**	**64**	**37**	**27**

Source: 8Rs Canadian Library Human Resource Individual Survey

Appendix Table H.1   **Types of Training Provided to Professional Librarians[1] by Library Sector**
(Institutional Survey; n=1,855)

Library Sector	Percent Organizations Offering Training in Past Year				
	Job Skills Training	Technology Skills Training	Customer Service Training	Management Training	Leadership Training
TOTAL	**59**	**69**	**38**	**43**	**64**
TOTAL ACADEMIC	**66**	**73**	**39**	**49**	**44**
CARL	92	96	62	77	69
Other Academic	54	63	29	36	32
TOTAL PUBLIC	**63**	**69**	**40**	**46**	**35**
CULC	92	92	73	54	50
Other Public	55	62	30	43	30
TOTAL SPECIAL[2]	**46**	**64**	**31**	**33**	**26**
Government	43	63	29	34	31
Non-Profit	50	68	38	32	24

Source: 8Rs Canadian Library Institutional Survey

[1] Based on "yes" responses to the question: "During the past year, did your organization provide any of the following types of job-related training to professional librarians?"

[2] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Figure H.1 **Organizations Subsidizing Training Outside of Paid Working Hours by Library Sector**
(Individual Survey; n=1,942)

	Percent
TOTAL	75
TOTAL ACADEMIC	86
CARL	86
Other Academic	87
TOTAL PUBLIC	66
CULC	62
Other Public	78
TOTAL SPECIAL	74
Government	72
Non-Profit	75
For-Profit	83
SCHOOL	61
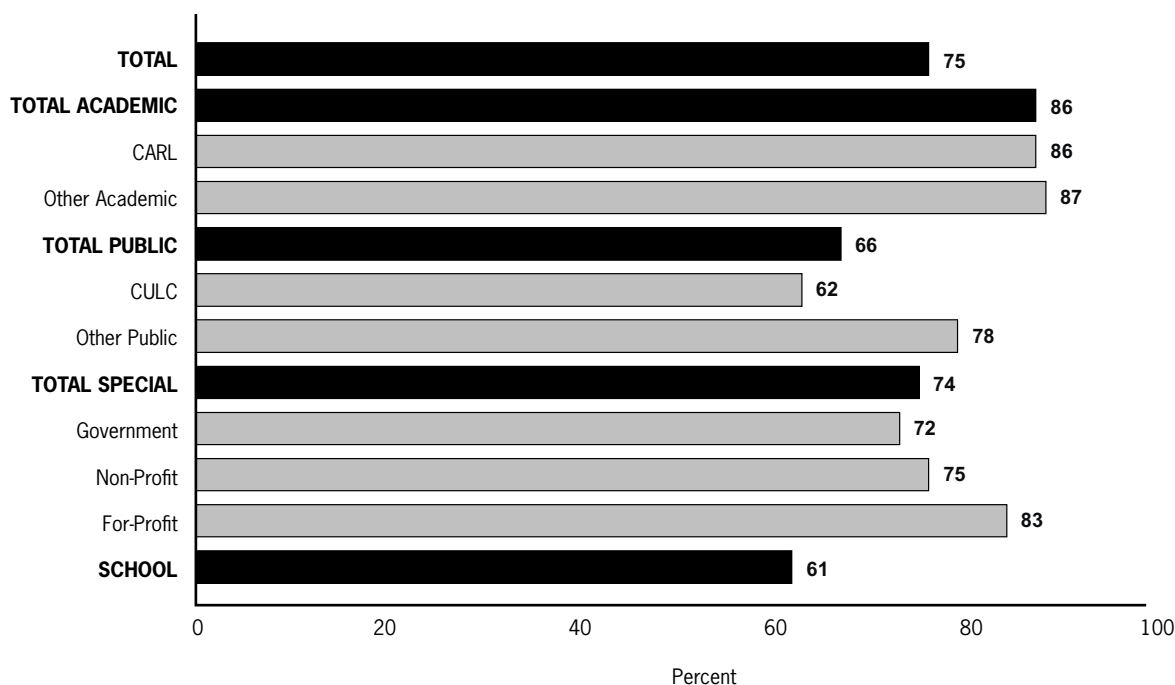
Source: 8Rs Canadian Library Human Resource Individual Survey

Appendix Table I.1a **Benefits Offered to Temporary Librarians by Library Sector**
(Institutional Survey; n=270)

Library Sector	Percent Organizations Offering					
	Worker's Comp.	Dental Plan	Medical	Life / Disability Insurance	Retirement / Pension Plan	Group RRSP
TOTAL	**77**	**36**	**44**	**48**	**51**	**20**
TOTAL ACADEMIC	**89**	**47**	**53**	**61**	**55**	**21**
CARL	100	56	72	78	72	28
Other Academic	75	40	35	45	40	15
TOTAL PUBLIC	**74**	**23**	**28**	**28**	**39**	**13**
CULC	75	19	19	19	31	6
Other Public	74	26	35	35	44	17
TOTAL SPECIAL[1]	**61**	**39**	**61**	**67**	**67**	**33**

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Results for <u>Government</u>, <u>Non-Profit</u>, and <u>For-Profit</u> libraries are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Table I.1b   **Benefits Offered to Temporary Librarians by Library Sector**
(Institutional Survey; n=270)

Library Sector	Percent Organizations Offering			
	Employee Assistance Program	Education Leave	Sabbatical/ Research Leave	Tenure
TOTAL	**61**	**19**	**6**	**2**
TOTAL ACADEMIC	**63**	**21**	**0**	**3**
CARL	78	11	0	0
Other Academic	50	30	0	5
TOTAL PUBLIC	**59**	**13**	**3**	**0**
CULC	75	13	0	0
Other Public	48	13	4	0
TOTAL SPECIAL[1]	**61**	**28**	**28**	**6**

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Results for Government, Non-Profit, and For-Profit libraries are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Table I.2a   **Benefits Offered to Part-Time Librarians by Library Sector**
(Institutional Survey; n=270)

Library Sector	Percent Organizations Offering					
	Worker's Comp.	Dental Plan	Medical	Life/ Disability Insurance	Retirement / Pension Plan	Group RRSP
TOTAL	**82**	**65**	**66**	**69**	**73**	**26**
TOTAL ACADEMIC	**91**	**66**	**64**	**75**	**71**	**25**
CARL	100	65	75	75	75	25
Other Academic	83	67	54	75	67	25
TOTAL PUBLIC	**84**	**61**	**64**	**61**	**73**	**23**
CULC	82	77	73	59	86	14
Other Public	85	50	59	62	65	29
TOTAL SPECIAL[1]	**63**	**70**	**73**	**73**	**77**	**33**
Government	69	81	81	88	88	38

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Results for Non-Profit and For-Profit libraries are not presented because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Table I.2b **Benefits Offered to Part-Time Librarians by Library Sector**
(Institutional Survey; n=270)

Library Sector	Percent Organizations Offering			
	Employee Assistance Program	Education Leave	Sabbatical/ Research Leave	Tenure
TOTAL	**70**	**31**	**13**	**8**
TOTAL ACADEMIC	**71**	**39**	**18**	**21**
CARL	75	40	20	25
Other Academic	67	38	17	17
TOTAL PUBLIC	**68**	**23**	**7**	**0**
CULC	82	23	5	0
Other Public	59	24	9	0
TOTAL SPECIAL[1]	**73**	**33**	**17**	**3**
Government	75	38	19	6

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Results for Non-Profit and For-Profit libraries are not presented because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Table I.3 **Percentage of Librarians Satisfied with Benefits[1] by Career Stage[2] by Library Sector[3]**
(Individual Survey; n=2,006)

Library Sector	Percent "Agreeing" Benefits Adequate			
	Total	Recent Librarian Entrants	Mid-Career Librarians	Senior
TOTAL	**80**	**73**	**77**	**84**
TOTAL ACADEMIC	**85**	**82**	**84**	**87**
CARL	86	85	85	87
Other Academic	84	75	84	88
TOTAL PUBLIC	**73**	**63**	**66**	**79**
CULC	72	67	63	78
Other Public	74	57	75	82
TOTAL SPECIAL	**84**	**73**	**83**	**89**
Government	91	88	90	93
Non-Profit	75	67	74	82
For-Profit	82	–	–	89
SCHOOL	**91**	**--**	**--**	**90**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on responses "3," "4," and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "In my job I receive adequate benefits."

[2] Recent Professional Librarian Entrants are individuals who have been working as a professional librarian for less than 6 years, Mid-Career Professional Librarians have been working as a librarian for 6 to 15 years, and Senior Librarians have been working as a librarian for more than 15 years.

[3] Results for For-Profit and for School librarians are not presented separately because of insufficient cases reporting; however, they are included in the *Total Sample* results. For-Profit library results are also shown in the *Total Special* results.

Appendix Table I.4 **Percentage of Librarians Satisfied with Benefits[1] by Work Status by Library Sector[2]**
(Individual Survey; n=2,006)

Library Sector	Percent "Agreeing" Benefits Adequate			
	Total	Full-Time/ Permanent	Part-Time	Temporary
TOTAL	**80**	**84**	**52**	**55**
TOTAL ACADEMIC	**85**	**86**	**75**	**75**
CARL	86	86	77	77
Other Academic	84	86	–	68
TOTAL PUBLIC	**73**	**78**	**46**	**32**
CULC	72	78	48	15
Other Public	74	78	–	56
TOTAL SPECIAL	**84**	**89**	**49**	**50**
Government	91	94	–	65
Non-Profit	75	83	–	–
For-Profit	82	88	–	–
SCHOOL	**91**	**97**	**--**	**--**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on responses "3," "4," and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "In my job I receive adequate benefits."

[2] Separate sub-sector results are not presented when there are fewer than 15 cases reporting.

Appendix Table I.5 **Librarian Involvement in Decision-Making by Library Sector**
(Institutional Survey; n=280)

Library Sector	Percent "Agreeing"	
	Librarians Involved in Local Decisions[1]	Librarians Involved in Global Decisions[2]
TOTAL	**74**	**48**
TOTAL ACADEMIC	**76**	**51**
CARL	73	54
Other Academic	77	49
TOTAL PUBLIC	**80**	**66**
CULC	62	50
Other Public	85	71
TOTAL SPECIAL[3]	**64**	**22**
Government	54	15
Non-Profit	72	28

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "The organization involves professional librarians in most decisions that effect them directly."

[2] Based on responses of "4" and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "The organization involves professional librarians in most high-level organizational decisions."

[3] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Table K.1　**Indicators of Demand for Management and Leadership Skills/Abilities by Library Sector**
(Individual Survey; n=2,000)

| | Percent Agreeing "Job Provides Opportunity to . . . " | | | | |
| | Managerial Functions | | Leadership Roles | | |
Library Sector	Manage a Service/Department	Supervise Others	Perform a Leadership Role	Seek out New Projects	Motivate Others
TOTAL	**58**	**58**	**63**	**64**	**24**
TOTAL ACADEMIC	**63**	**55**	**63**	**68**	**23**
CARL	48	52	58	66	22
Other Academic	65	61	71	72	23
TOTAL PUBLIC	**62**	**64**	**66**	**62**	**23**
CULC	58	61	62	58	22
Other Public	72	71	75	73	26
TOTAL SPECIAL	**54**	**52**	**55**	**58**	**27**
Government	50	51	51	52	29
Non-Profit	57	53	60	64	27
For-Profit	69	58	61	68	19
SCHOOL	**82**	**55**	**85**	**73**	**18**

Source: 8Rs Canadian Library Human Resource Individual Survey

Appendix Table K.2a　**Indicators of Supply of Management and Leadership Skills/Abilities by Library Sector**
(Institutional Survey; n=245)

| | Percent | | | | |
Library Sector	Management Skills Difficult to Fulfill When Recruiting	Leadership Skills Difficult to Fulfill when Recruiting	Difficulty Replacing Leadership Abilities of Departing Senior Librarians	Current Pool Inadequate to Replace Leadership Skills Lost from Departing Senior Librarians	Management Librarians Need Training
TOTAL	**49**	**46**	**36**	**46**	**50**
TOTAL ACADEMIC	**51**	**50**	**29**	**41**	**51**
CARL	65	54	31	35	69
Other Academic	44	48	27	44	39
TOTAL PUBLIC	**58**	**50**	**42**	**42**	**57**
CULC	54	42	46	35	65
Other Public	59	52	40	44	53
TOTAL SPECIAL[1]	**33**	**35**	**38**	**59**	**34**
Government	48	44	36	57	41
Non-Profit	21	31	47	58	37

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Table K.2b   **Indicators of Supply of Management and Leadership Skills/Abilities[1] by Library Sector**

(Institutional and Individual Surveys)

	Percent			
	Institutional Survey		**Individual Survey**	
Library Sector	**More Emphasis on Business, Leadership, & Management Needed in MLIS Programs[2]**	**Inadequate MLIS Leadership Training Barrier to Replacing Leadership Skills of Departing Senior Librarians[3]**	**MLIS Program Provided Adequate Management Skills[4]**	**MLIS Program Provided Adequate Leadership[5]**
TOTAL	**58**	**21**	**42**	**40**
TOTAL ACADEMIC	**60**	**22**	**54**	**49**
CARL	61	27	47	50
Other Academic	59	19	59	49
TOTAL PUBLIC	**68**	**17**	**35**	**34**
CULC	74	23	42	37
Other Public	67	15	–	–
TOTAL SPECIAL[6]	**40**	**26**	**31**	**33**
Government	41	29	29	29
Non-Profit	11	25	–	–
SCHOOL	**N/A**	**N/A**	**54**	**46**

Sources: 8Rs Canadian Library Human Resource Institutional and Individual Surveys

[1] Separate sub-sector results are not presented when there are fewer than 15 cases reporting.

[2] Based on categorized open-ended responses to the question: "How could the curriculum content of MLIS programs be improved?"

[3] Based on responses "4" and "5" on a 5-point scale, with "1" meaning "not at all" and "5" meaning "to a great extent," to the question asking to what extent does "inadequate leadership training provided by MLIS programs" prevent the organization from replacing the competencies lost by departing senior librarians?

[4] Based on responses "3," "4," and "5" on a 5-point scale, with "1" meaning "strongly disagree" and "5" meaning "strongly agree," to the statement: "The MLIS program provided me with the adequate management skills to effectively perform my job."

[5] Based on responses "3," "4," and "5" on a 5-point scale, with "1" meaning "strongly disagree" and "5" meaning "strongly agree," to the statement: "The MLIS program provided me with the adequate leadership skills to effectively perform my job."

[6] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Table K.2c   **Indicators of Supply of Management and Leadership Skills/Abilities by Library Sector**
(Institutional Survey; n=274)

Library Sector	Percent		
	Management Training Provided	Leadership Training Provided	Adequate Leadership Role Opportunities
TOTAL	**43**	**35**	**68**
TOTAL ACADEMIC	**49**	**44**	**75**
CARL	77	69	92
Other Academic	36	32	67
TOTAL PUBLIC	**46**	**35**	**78**
CULC	54	50	73
Other Public	43	30	80
TOTAL SPECIAL[1]	**33**	**26**	**47**
Government	34	31	39
Non-Profit	32	24	61

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Table K.2d   **Indicators of Supply of Management and Leadership Skills/Abilities by Library Sector[1]**
(Individual Survey; n=1,815)

Library Sector	Percent					
	Management Training		Leadership Training			
	Participated in management training	Management training improved ability to perform job	Participated in Leadership training	Leadership training improved ability to perform job	Participated in Northern Exposure to Leadership (NEL)	NEL Improved Ability to Perform Job
TOTAL	**51**	**55**	**28**	**59**	**4**	**82**
TOTAL ACADEMIC	**53**	**52**	**31**	**59**	**6**	**76**
CARL	58	51	34	60	6	71
Other Academic	43	54	26	54	5	–
TOTAL PUBLIC	**52**	**58**	**26**	**62**	**5**	**86**
CULC	49	58	27	58	5	–
Other Public	57	57	23	73	5	–
TOTAL SPECIAL	**45**	**56**	**27**	**57**	**2**	**--**
Government	51	53	31	58	2	–
Non-Profit	35	61	20	39	1	–
For-Profit	41	73	25	–	3	–
SCHOOL	**31**	**--**	**29**	**--**	**0**	**N/A**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Separate sub-sector results are not presented when there are fewer than 15 cases reporting.

Appendix Table K.3a **Indicators of Demand for Information Technology Skills by Library Sector[1]**

(Institutional Survey; n=256)

Library Sector	Percent				
	Keeping Up with IT Most Pressing Future HR Issue	Increased Use of IT in Past 5 Years	IT Most Important Determinant of Librarian Role Change	IT Skills Important Competency when Recruiting	Significant Training Required of IT Librarians
TOTAL	**26**	**95**	**84**	**94**	**64**
TOTAL ACADEMIC	**26**	**99**	**85**	**94**	**76**
CARL	22	100	88	92	80
Other Academic	28	98	83	94	72
TOTAL PUBLIC	**21**	**92**	**84**	**92**	**63**
CULC	14	100	72	96	74
Other Public	22	91	86	91	59
TOTAL SPECIAL	**28**	**96**	**85**	**96**	**46**
Government	40	96	79	96	53
Non-Profit	28	94	93	94	44

Source: 8Rs Canadian Library Human Resource Institutional Survey

[1] For-Profit library results are not presented separately because of insufficient cases reporting; however, they are included in the *Total Special* results.

Appendix Table K.3b

Indicators of Demand for Information Technology Skills by Library Sector

(Individual Survey; n=2,008)

Library Sector	Percent	
	Librarians Using IT on Job[1]	Perform Significantly More High Tech Tasks Than in Past[2]
TOTAL	**72**	**55**
TOTAL ACADEMIC	**78**	**52**
CARL	77	50
Other Academic	79	55
TOTAL PUBLIC	**67**	**59**
CULC	68	57
Other Public	66	64
TOTAL SPECIAL	**71**	**53**
Government	68	50
Non-Profit	75	49
For-Profit	71	71
SCHOOL	**73**	**74**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on responses "3," "4," and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "My job provides the opportunity to use information technology skills."

[2] Based on responses "3," "4," and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statement: "Compared to 5 years ago, I am currently required to perform more high tech tasks."

Appendix Table K.4   **Major Contributors to Job Stress[1] by Library Sector**
(Mid-career and Senior Librarians only: Individual Survey; n=1,488)

Library Sector	Percent "Agreeing" "Compared to 5 Years ago My Job Currently Requires Me to…"			
	Work Harder	Perform More Difficult Tasks	Perform a Wider Variety of Tasks	Perform More Managerial Functions
TOTAL	**55**	**56**	**69**	**56**
TOTAL ACADEMIC	**52**	**55**	**69**	**53**
CARL	53	53	68	51
Other Academic	50	57	71	57
TOTAL PUBLIC	**58**	**58**	**70**	**59**
CULC	60	58	69	58
Other Public	54	57	72	61
TOTAL SPECIAL	**55**	**55**	**66**	**58**
Government	58	55	64	56
Non-Profit	53	51	65	60
For-Profit	38	57	78	58
SCHOOL	**85**	**39**	**85**	**58**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on responses "3," "4," and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to statements pertaining to current job requirements.

Appendix Table K.5   **Percentage of Librarians Reporting Job More Enjoyable, Rewarding, Interesting, and Challenging Compared to 5 Years Ago[1]**
(Mid-Career and Senior Librarians[2] only: Individual Survey; n=1,460)

Library Sector	Percent "Agreeing" "Compared to 5 Years ago My Job is Currently More . . ."			
	Enjoyable	Rewarding	Interesting	Challenging
TOTAL	**55**	**56**	**67**	**75**
TOTAL ACADEMIC	**55**	**56**	**68**	**75**
CARL	55	54	67	75
Other Academic	56	60	70	76
TOTAL PUBLIC	**53**	**56**	**67**	**76**
CULC	50	52	65	75
Other Public	62	64	72	78
TOTAL SPECIAL	**56**	**56**	**67**	**73**
Government	51	50	62	69
Non-Profit	63	64	77	82
For-Profit	65	63	68	72
SCHOOL	**70**	**70**	**74**	**78**

Source: 8Rs Canadian Library Human Resource Individual Survey

[1] Based on responses "3," "4," and "5" on a 5-point scale with "1" meaning "strongly disagree" and "5" meaning "strongly agree" to the statements on job satisfaction.
[2] Mid-Career Professional Librarians are defined as individuals who have been working as a librarian for 6 to 15 years, and Senior Librarians have been working as a librarian for more than 15 years.

Institutional Survey Instrument

INTRODUCTION

Study Purpose: The purpose of this research project is to examine the human resource environment in the Canadian heritage community (including archives, libraries, and museums). This phase of the study will establish some basic statistical data on staffing and assist in our attempts to gain a better understanding of some of the most pressing human resource issues facing the heritage sector.

Your participation in the survey: Your contribution to this research initiative is vital to the sector's goal of developing a meaningful human resource strategy. Since this is the first time such a large-scale study has been conducted in the heritage sector, the survey covers a wide range of human resource-related areas and the questions often require a high level of detailed response. Gathering this amount and depth of information is crucial to the sector's goals of establishing baseline data and of developing an accurate picture of human resources in Canadian heritage institutions. Please understand that your participation in this study is entirely voluntary and you do not have to answer any questions if you do not wish to do so.

Confidentiality: Please be assured that the information you provide in this survey will be kept strictly confidential. Results from this survey will be presented at an aggregate level only (e.g. by geographical region or by type of organization). Individual organizations will not be identified. Once the data are compiled, all identifiers will be stripped and completed questionnaires will be stored in a secure area accessible only by the research team.

SURVEY DETAILS

a.   Instructions on how to complete survey

This questionnaire will take between 30 and 60 minutes to complete, depending on the size of your organization. Please read each question carefully and answer them as accurately as possible. The success of the study depends on this.

There are three formats of questions as follows:

1. Chart questions require numerical information on staff. Detailed instructions on how to complete the charts are provided on page 2, just before Sections B, C, and D where the charts are located.

2. <u>Close-ended questions</u> with a response category provided. Please circle the number that indicates your response.

3. <u>Open-ended questions</u> with space provided for your written response. If there is not enough space to write your answer, please continue on the back of the page.

Please return the completed survey in the enclosed stamped envelope by <u>July 2, 2003</u> to:

8Rs Canadian Library Human Resource Study /
Étude sur les ressources humaines dans les bibliothèques canadiennes
5-07 Cameron Library
University of Alberta
Edmonton, Alberta
T6G 2J8

If you have any questions about how to complete the survey or about the study, please contact:
Marianne Sorensen, Project Manager
marianne@athabascau.ca
(780) 430-1179

b.   Survey Content

The survey begins with background questions about your organization (Section A) and proceeds to three chart questions on General Staff Information (Section B), Retirement and Age Information (Section C), and Retention and Recruitment Information (Section D). Subsequent question topics include:

Section E: Succession Planning Information
Section F: Training and Development Information
Section G: Human Resource Policies and Strategies
Section H: Changing Librarian Roles and Organizational Restructuring
Section I: Concluding Questions

c.   Staff Classification Terms

Most questions refer to <u>professional librarians</u>; however, there are a few questions that ask specifically about <u>other professionals</u> or <u>paraprofessionals</u>. The survey does <u>not</u> include any questions about clerical/office workers.

Please ensure that you are providing a response for the appropriate staff classification according to the following definitions:

<u>PROFESSIONAL LIBRARIANS</u>: The usual educational requirement is a Master's degree (or historical equivalent) from a library education program accredited by the American Library Association or its equivalent.

<u>OTHER PROFESSIONALS</u>: Professionals <u>without</u> an MLIS degree who work in such areas as personnel, finance, conservation, etc., and who perform work requiring knowledge of an advanced type, customarily obtained by a prolonged course of specialized instruction leading to a professional qualification.

<u>PARAPROFESSIONALS</u>: Paraprofessionals usually possess a technical certificate and/or diploma from an ac-credited library technician program (e.g. library technicians), but they might also work in paraprofessional roles with an undergraduate degree and/or relevant experience (e.g. library assistants).

<u>CLERICAL/OFFICE WORKERS</u>: Clerical/office workers perform library work for which a high school diploma (or equivalent) is the qualification. <u>This survey does not include any questions on clerical/office workers.</u>

THANK YOU FOR PARTICIPATING IN THIS SURVEY

SECTION A: BACKGROUND INFORMATION

1. Name, job title, and contact information of person completing survey:

    a. Name: _____

    b. Job title: _____

    c. Phone number (including area code): _____

    d. Fax number (including area code): _____

    e. E-mail address: _____

2. Name of Institution: _____

3. As of January 1, 2003: Total number of FTE employees _____ (including permanent, temporary, contract, and part-time employees)

4. As of January 1, 2003: Total number of volunteer hours _____ (reported in hours per year)

5. Is your institution a member of the Canadian Library Association (CLA)?

    1. Yes

    2. No

6. Please circle the type of library that best describes your institution:

    i. Academic library

        If circled, is your institution a member of CARL?

        1. Yes (Skip to Section B)

        2. No (Skip to Section B)

    ii Public library

        If circled, is your institution a member of CULC?

        1. Yes (Skip to Section B)

        2. No (Skip to Section B)

    iii Special library (Continue to question 7)

7. Please circle the type of special library that <u>best</u> describes your organization:

    1. Federal government

    2. Provincial government

    3. Local government

    4. Private for-profit library (e.g. business, law firms, corporations, banks including libraries of crown corporations)

    5. Private not-for-profit library (e.g. libraries in hospitals, museums, special academic libraries)

    6. Other: Please describe _____

INSTRUCTIONS ON HOW TO COMPLETE CHARTS IN SECTION B, C, AND D

Please complete the charts on the next three pages using the following category definitions and instructions:

Staff Categories:

Professional Librarians: The usual educational requirement is a Master's degree (or historical equivalent) from a library education program accredited by the American Library Association or its equivalent.

Institutions with 10 or more professional librarians: There are 5 categories of professional librarians for which you are asked to provide information about on the charts. Not all of the following classifications may be applicable to your library. For the three chart questions, please complete only the columns of types of professional librarians that are employed at your institution.

1. Public Services librarians

2. Technical Services librarians

3. IT librarians (including digital and web services)

4. Management librarians (e.g. responsible for budgets and personnel, overseeing operations, and instituting policies and accountability measures)

5. Other librarians (complete only if you have professional librarian staff who do not fit into any of the four categories provided above)

Institutions with fewer than 10 professional librarians: complete only the "TOTAL" column under the "Professional Librarians" category.

Other Professionals: Professionals without an MLIS degree who work in such areas as personnel, finance, conservation, etc., and who perform work requiring knowledge of an advanced type, customarily obtained by a prolonged course of specialized instruction leading to a professional qualification.

Paraprofessionals: Paraprofessionals usually possess a technical certificate and/or diploma from an accredited library technician program (e.g. library technicians), but they might also work in paraprofessional roles with an undergraduate degree and/or relevant experience (e.g. library assistants).

Other Definitions:

Full-time Equivalent (FTE): Use full-time equivalent figures for each box that you are completing. FTE is calculated by the number of hours worked by an employee divided by the standard number of hours for a full-time employee.

Permanent status means there is no indication of when employment will end.

Part-Time status includes those normally working less than 30 hours per week.

Visible Minorities are employees who are non-Caucasian in race or non-white in colour (e.g. Black, Asian, Middle Eastern, Hispanic).

Aboriginal Canadians includes Status Indian, Non-Status Indian, Métis or Inuit.

Disabled includes employees who have a long term or recurring physical, mental, sensory, psychiatric or learning impairment (e.g., loss of hearing or sight, reduced mobility, learning disability) and who are considered disadvantaged in employment by reason of that disability.

SECTION B: GENERAL STAFF INFORMATION

As of January 1, 2003, Reported in FTE	Professional Librarians						Other Professionals	Paraprofessionals
	Public Services	Technical Services	IT	Management	Other	TOTAL		
Total Number								
# in full-time permanent positions								
# in part-time permanent positions								
# in full-time temporary / contract positions								
# in part-time temporary/ contract positions								
# female								
# visible minority								
# aboriginal								
# disabled								
# covered by collective agreement(s)								

SECTION C: RETIREMENT AND AGE INFORMATION

All Numbers, Reported in FTE	Professional Librarians						Other Professionals	Paraprofessionals
	Public Services	Technical Services	IT	Management	Other	TOTAL		
Retirement:								
Total # retirements in past 5 years								
# retirements in past 5 years before the age of 65								
# retirements in past 5 years after the age of 65								
# positions currently open because of retirement								
Age of Current Staff:								
# < 45 years of age								
# 45 to 55 years of age								
# > 55 years of age								

1. Does your organization have a policy that specifies the age of retirement for professional librarians?

   1. **Yes** – Please indicate:

      Minimum age requirement for retirement   _____

      Maximum age requirement for retirement   _____

   2. No

2. Does your organization offer professional librarians an early retirement package?

   1. Yes

SECTION D: RETENTION AND RECRUITMENT INFORMATION

All Numbers, Reported in FTE	Professional Librarians						Other Professionals	Paraprofessionals
	Public Services	Technical Services	IT	Manage-ment	Other	TOTAL		
Retention:								
# leaving library in past year (between January 1, 2002 and December 31, 2002), excluding retirements								
# voluntarily leaving (not due to cutbacks, dismissal or retirement)								
Recruitment:								
# new hires in past year (between January 1, 2002 and December 31, 2002)								
# new hires in past 5 years who were recent MLIS graduates								
Average age of new hires in past year								
# of positions currently trying to fill								
# of current positions open for longer than 4 months								

Section D1: Retention Cont'd

1. How long, on average, do you expect newly-hired, entry-level professional librarians to stay in your organization?

    1. Less than 2 years

    2. Between 2 and 4 years

    3. Between 5 and 10 years

    4. More than 10 years

2. Compared to five years ago, are turnover rates (other than from retirements) lower, higher, or about the same among professional librarians?

    1. Much lower

    2. Lower

    3. About the same

    4. Higher

    5. Much higher

3. What are the three major factors which cause professional librarians to leave your organization (other than to retire)?

    1. _____

    2. _____

    3. _____

4. When professional librarians leave your organization (other than to retire), where are they most likely to work?
    (Please circle one response)

    1. Canadian academic library

    2. Canadian public library

    3. Canadian special library

    4. American library (public, academic, or special)

    5. Left library for non-traditional library-related work

    6. Left librarian profession completely

    7. Don't know

    8. Other: Please specify _____

5. What are the three major reasons why professional librarians stay at your organization?

    1. _____

    2. _____

    3. _____

6. On a scale of 1 to 5, how would you rate the promotional opportunities for professional librarians *compared to five years ago*?

1	2	3	4	5
Much worse		About the same		Much better

7. On a scale of 1 to 5, how would you rate the <u>current</u> promotional opportunities for professional librarians?

1	**2**	**3**	**4**	**5**
Poor		Neutral		Excellent

8. On a scale of 1 to 5, to what extent do the following items contribute to a lack of promotional opportunities for professional librarians in your organization?

		Not at All		Neutral		To a Great Extent
a.	Delayering/flattening of organizational structure	1	2	3	4	5
b.	Budgetary restrictions	1	2	3	4	5
c.	Organizational hiring freeze or limited hiring policy	1	2	3	4	5
d.	Limited librarian turnover	1	2	3	4	5
e.	Other, please specify:	1	2	3	4	5

9. On a scale of 1 to 5, how would you rate your organization's ability to provide professional librarians with opportunities to experience leadership roles in your organization?

1	**2**	**3**	**4**	**5**
Poor		Neutral		Excellent

10. Has your organization's need to hire new professional librarians increased, decreased, or remained stable <u>compared to 5 years ago?</u>

1. Increased

2. Decreased

3. Remained stable

11. On a scale of 1 to 5, how would you rate the general qualifications of applicants for professional librarian positions <u>compared to 5 years ago?</u>

1	**2**	**3**	**4**	**5**
Much less qualified		About the same		Much more qualified

12. On a scale of 1 to 5, how would you rate your organization's ability to recruit qualified professional librarians <u>compared to five years ago?</u>

1	**2**	**3**	**4**	**5**
Much easier		About the same		Much more difficult

13. On a scale of 1 to 5, how would you rate your **current** ability to recruit qualified professional librarians?

1	**2**	**3**	**4**	**5**
Poor		Neutral		Excellent

14. On a scale of 1 to 5, to what extent do the following issues prevent you from hiring qualified professional librarians?

		Not at All		Neutral		To a Great Extent
a.	Inadequate pool of qualified candidates	1	2	3	4	5
b.	Inadequate pool of interested candidates	1	2	3	4	5
c.	Applicants declining job offers	1	2	3	4	5
d.	Budget restraints	1	2	3	4	5
e.	Organizational hiring freeze or limited hiring policy	1	2	3	4	5
f.	Inadequate education provided by MLIS programs	1	2	3	4	5
g.	Inadequate remuneration offered to librarians	1	2	3	4	5
h.	Competition from other sectors for librarians (excluding U.S.)	1	2	3	4	5
i.	Competition from U.S. for librarians	1	2	3	4	5
j.	Lack of a dedicated HR unit at the library	1	2	3	4	5
k.	The need to hire bilingual staff	1	2	3	4	5
l.	Geographical location	1	2	3	4	5
m.	Small size of library	1	2	3	4	5
n.	Policy (including collective agreements) restrictions on hiring non-Canadian applicants	1	2	3	4	5
o.	Other, please specify:	1	2	3	4	5

15. In the past year, have you changed your recruitment strategies because your usual methods were <u>not</u> attracting a sufficient pool of qualified professional librarian candidates?

   1. No

   2. Yes: Please describe what new strategies you adopted

   _____

   _____

   _____

16. For the following list, **first** rate how important the competency is when you are making recruiting decisions about professional librarians and **second**, the level of ease or difficulty you have experienced in trying to fulfill these competencies.

		Importance of Competency					Ability to Fulfill Competency				
		Not at All Important			Very Important		Very Easy to Fulfill			Very Difficult to Fulfill	
a.	MLIS degree, specifically	1	2	3	4	5	1	2	3	4	5
b.	Other education	1	2	3	4	5	1	2	3	4	5
c.	Number of years of experience	1	2	3	4	5	1	2	3	4	5
d.	Specialist skills: Please specify the type of specialist skills you look for when recruiting:	1	2	3	4	5	1	2	3	4	5
e.	Generalist skills (i.e. can work in a number of different areas)	1	2	3	4	5	1	2	3	4	5
f.	Interpersonal or 'people' skills	1	2	3	4	5	1	2	3	4	5
g.	Communication skills	1	2	3	4	5	1	2	3	4	5
h.	Entrepreneurial skills	1	2	3	4	5	1	2	3	4	5
i.	Technology skills	1	2	3	4	5	1	2	3	4	5
j.	Managerial skills	1	2	3	4	5	1	2	3	4	5
k.	Leadership potential	1	2	3	4	5	1	2	3	4	5
l.	Ability to handle high volume workload	1	2	3	4	5	1	2	3	4	5

		Importance of Competency					Ability to Fulfill Competency				
		Not at All Important				Very Important	Very Easy to Fulfill				Very Difficult to Fulfill
m.	Ability to respond flexibly to change	1	2	3	4	5	1	2	3	4	5
n.	Ability to deal with a range of users	1	2	3	4	5	1	2	3	4	5
o.	Ability to learn new skills	1	2	3	4	5	1	2	3	4	5
p.	Dedication to the profession	1	2	3	4	5	1	2	3	4	5
q.	Commitment to organizational goals	1	2	3	4	5	1	2	3	4	5
r.	Friendly	1	2	3	4	5	1	2	3	4	5
s.	Reliable	1	2	3	4	5	1	2	3	4	5
t.	Logical	1	2	3	4	5	1	2	3	4	5
u.	Innovative	1	2	3	4	5	1	2	3	4	5
v.	Interest in professional development/continuing education	1	2	3	4	5	1	2	3	4	5
w.	Interest in contributing to the profession	1	2	3	4	5	1	2	3	4	5
x.	Other, please specify:	1	2	3	4	5	1	2	3	4	5

17. Do you think the education provided in MLIS programs equips graduates with the competencies required to be professional librarians at your organization?

    1. Yes

    2. No

18. How could the curriculum content of MLIS programs be improved? (e.g., what should the content focus more on or less on?)

    _____

    _____

    _____

    _____

19. On a scale of 1 to 5, what level of input does your organization have into curriculum content at any of Canada's 7 MLIS programs?

1	**2**	**3**	**4**	**5**
No input at all		Some input		Very much input

20. Do you require MLIS degrees from ALA-accredited programs as a qualification in hiring professional librarians?

    1. Yes – Continue to question 21

    2. No – Skip to question 22

21. Is there any reason why you would not adhere to ALA accreditation standards in the future?

    1. No

    2. Yes: Please provide the major reason why you would not adhere to ALA accreditation in the future

    _____

    _____

22. Does your organization have a hiring policy that recognizes the credentials of professional librarians from the following programs and sources:

		Yes	No
a.	On-line programs	1	2
b.	Distance-education programs	1	2
c.	Non-North American credentials	1	2

23. Does your organization have a policy requiring you to hire Canadian professional librarian applicants first?

   1. Yes

   2. No

24. Does your organization have a hiring policy designed to recruit professional librarians from diverse ethnic and racial backgrounds?

   1. Yes

   2. No

SECTION E: SUCCESSION PLANNING INFORMATION

1. How adequate is your <u>current pool</u> of internal suitable candidates that could replace the skills and knowledge OR the leadership qualities lost by departing <u>senior</u> professional librarians?

		Not at All		Neutral		Very Adequate
a.	Adequacy of Skills and Knowledge	1	2	3	4	5
b.	Adequacy of Leadership Qualities	1	2	3	4	5

2. Have you had any difficulties replacing the skills and knowledge OR the leadership qualities lost by departing <u>senior</u> professional librarians?

		Yes	No
a.	Difficulty Replacing <u>Skills and Knowledge</u>	1	2
b.	Difficulty Replacing <u>Leadership Qualities</u>	1	2

3. On a scale of 1 to 5, to what extent do the following items prevent your organization from replacing the competencies lost by departing <u>senior</u> professional librarians?

		Not at All		Neutral		To a Great Extent
a.	Inadequate pool of qualified candidates	1	2	3	4	5
b.	Inadequate pool of interested candidates	1	2	3	4	5
c.	Inadequate recruitment strategies	1	2	3	4	5
d.	Applicants declining job offer	1	2	3	4	5
e.	Budget restraints	1	2	3	4	5
f.	Organizational hiring freeze or limited hiring policy	1	2	3	4	5
g.	Inadequate leadership training provided by MLIS programs	1	2	3	4	5
h.	Inadequate skills & knowledge training provided by MLIS programs	1	2	3	4	5
i.	Inadequate remuneration offered to librarians	1	2	3	4	5
j.	Competition from other sectors for librarians (excluding U.S.)	1	2	3	4	5
k.	Competition from U.S. for librarians	1	2	3	4	5

		1	2	3	4	5
l.	Lack of a dedicated HR unit at the library	1	2	3	4	5
m.	The need for bilingual staff	1	2	3	4	5
n.	Geographical location	1	2	3	4	5
o.	Small size of library	1	2	3	4	5
p.	Policy (including collective agreements) restrictions on hiring externally	1	2	3	4	5
q.	Policy (including collective agreements) restrictions on hiring non-Canadian applicants	1	2	3	4	5
r.	Inadequate leadership/management training	1	2	3	4	5
s.	Inadequate skills and knowledge training	1	2	3	4	5
t	Inability to fast track strong candidates	1	2	3	4	5
u.	Recruitment strategies that do not identify leadership					
	potential when assessing candidates	1	2	3	4	5
v.	Absence of succession planning strategy	1	2	3	4	5
w.	Elimination of middle-level positions that serve as training ground for upper-level postings	1	2	3	4	5
x.	Other: Please specify	1	2	3	4	5

Definition:

Succession planning is a proactive effort that makes provision for the development and replacement of professional librarians over a period of time and ensuring leadership continuity.

4. Does your organization have a succession planning strategy for professional librarians?

   1. Yes - Continue to question 5

   2. No - Skip to Section F

5. On a scale of 1 to 5, how adequate do you feel this succession planning strategy is in replacing the competencies lost by retiring senior librarians?

1	**2**	**3**	**4**	**5**
Not at all adequate		Neutral		Very adequate

6. Is this succession planning strategy long-term (i.e. at least 5 years)?

   1. Yes

   2. No

SECTION F: TRAINING AND DEVELOPMENT INFORMATION

1. During the past year did your organization provide any of the following formats or types of job-related training to professional librarians or paraprofessional staff? Please circle all that apply.

	Professional	Provided to	
		Librarians	**Paraprofessionals**
	Training Formats:		
a.	Internal classroom training	1	2
b.	Internal on-the-job training	1	2
c.	External private training/consultancy	1	2
d.	Professional development training provided by library associations	1	2
	Types of Training		
e.	Job-oriented skills training (excluding technology)	1	2
f.	Technology skills training	1	2
g.	Customer-service related training	1	2
h.	Management training	1	2
i.	Leadership training	1	2
j.	Other: Please specify	1	2

2. Does your organization subsidize, assist, or reimburse <u>professional librarians</u> for attendance at library association meetings?

   1. No - Continue to Question 3

   2. Yes - Skip to Question 4

3. Did your organization do this at any time in the past?

   1. Yes

   2. No

4. On a scale of 1 to 5, to what extent do the following groups of staff require ongoing training to meet the needs of your organization?

		No Training		**Some Training**		**A Great Amount of Training**
a.	All professional librarians	1	2	3	4	5
b.	New professional librarian recruits	1	2	3	4	5
c.	Middle level professional librarians	1	2	3	4	5
d.	Upper level professional librarians	1	2	3	4	5
e.	Public services librarians	1	2	3	4	5
f.	Technical services librarians	1	2	3	4	5
g.	IT librarians	1	2	3	4	5
h.	Management librarians	1	2	3	4	5
i.	Other Professional librarians	1	2	3	4	5
j.	Paraprofessional staff	1	2	3	4	5

5. On a scale of 1 to 5, to what extent do budgets prevent your organization from offering needed training to <u>professional librarians</u>?

1	2	3	4	5
To no extent		Neutral		To a great extent

6. Do you have a routine method for determining the training needs among <u>professional librarians</u>?

    1. No

    2. Yes: Please specify the method _____

    _____

    _____

7. Do you have a routine method for evaluating the outcomes of training targeted to <u>professional librarians</u>?

    1. No

    2. Yes: Please specify the method _____

    _____

    _____

8. Do you think that professional library associations should assist in training <u>professional librarians</u>?

    1. No

    2. Yes: Please specify what role you feel professional associations should play in training

    _____

    _____

SECTION G: HUMAN RESOURCE POLICIES AND STRATEGIES

1. Please provide the current annual salary range for each category of <u>professional librarian</u> by using your own classification system that determines salaries for each librarian. First, list the classification label you use and then the salary range. For example, if you have three categories of professional librarians that include 'librarian 1', 'librarian 2', and 'librarian 3', list each of these on a line with the corresponding salary range on the same line.

Category of Professional Librarian	Salary Range	
1.	From: $	To: $
2.	From: $	To: $
3.	From: $	To: $
4.	From: $	To: $
5.	From: $	To: $
6.	From: $	To: $
7.	From: $	To: $

2. On a scale of 1 to 5, how would you rate the competitiveness of these professional librarian salaries?

1	2	3	4	5
Not at all competitive				Very competitive

3. Do you have strategies other than salary to attract candidates for professional librarian positions?

    1. No

    2. Yes: Please specify

    _____

    _____

    _____

4. What proportion of your organization's total budget is allocated to professional librarian salaries?

    1. Less than 30%

    2. 31% to 40%

    3. 41% to 50%

    4. More than 50%

5. Which of the following benefits are at least partially funded by your organization for permanent, temporary, and part-time professional librarians? Circle all that apply.

		Permanent	Temporary	Part-Time
a.	Retirement/pension plan	1.	2.	3.
b.	Life and/or disability insurance	1.	2.	3.
c.	Supplemental medical	1.	2.	3.
d.	Dental plan	1.	2.	3.
e.	Group RRSP	1.	2.	3.
f.	Worker's Compensation	1.	2.	3.
g.	Maternity/paternity leave (beyond Employment Insurance)	1.	2.	3.
h.	Employee Assistance Program	1.	2.	3.
i.	Childcare services	1.	2.	3.
j.	Childcare subsidies/reimbursements	1.	2.	3.
k.	Elder care leaves	1.	2.	3.
l.	Educational leaves	1.	2.	3.
m.	Sabbaticals	1.	2.	3.
n.	Research leaves	1.	2.	3.
o.	Tenure	1.	2.	3.

6. Which of the following job strategies are practiced at your organization for <u>professional librarians</u>? Circle all that apply:

		Yes	No
a.	Employee's suggestion program	1.	2.
b.	Job rotation	1.	2.
c.	Job enrichment	1.	2.
d.	Job sharing	1.	2.
e.	Job mentoring	1.	2.
f.	Information sharing with employees	1.	2.
g.	Problem-solving teams	1.	2.
h.	Self-directed work groups (e.g. work teams that have a high level of responsibility for decisions)	1.	2.
i.	Performance evaluations	1.	2.
j.	Flextimes	1.	2.
k.	Compressed work weeks	1.	2.
l.	Fixed shifts	1.	2.
m.	Rotating shiftss	1.	2.
n.	Paid overtime	1.	2.

7. On a scale of 1 to 5, to what extent do you agree with the following statements about your organization?

		Strongly Disagree		Neutral		Strongly Agree
a.	The organization promotes a culture of lifelong learning.	1	2	3	4	5
b.	The organization promotes a culture of trust and cooperation between employees and employers.	1	2	3	4	5
c.	The organization practices family-friendly procedures.	1	2	3	4	5
d.	Turnover rates are not of great concern in our organization.	1	2	3	4	5
e.	Absenteeism rates are not of great concern in our organization.	1	2	3	4	5
f.	The organization involves <u>professional librarians</u> in most decisions that affect them directly.	1	2	3	4	5
g.	The organization involves <u>professional librarians</u> in most high-level organizational decisions.	1	2	3	4	5
h.	Empowering <u>professional librarians</u> is important to the organization.	1	2	3	4	5
i.	Female and male <u>professional librarians</u> are treated equally.	1	2	3	4	5
j.	Most <u>professional librarians</u> perform quality work.	1	2	3	4	5
k.	Most <u>professional librarians</u> are highly motivated.	1	2	3	4	5
l.	Most <u>professional librarians</u> appear to be satisfied with their jobs.	1	2	3	4	5

SECTION H: CHANGING LIBRARIAN ROLES AND ORGANIZATIONAL RESTRUCTURING

1. On a scale of 1 to 5, to what extent have the following changes in the staffing needs of your organization occurred in the <u>past 5 years?</u>

	In the past five years . . .	Not at All		Neutral		To a Great Extent
a.	The need for more professional librarians has increased.	1	2	3	4	5
b.	The need for more paraprofessionals has increased.	1	2	3	4	5
c.	The need for professional librarians to perform managerial functions has increased.	1	2	3	4	5
d.	The need for professional librarians to assume leadership roles has increased.	1	2	3	4	5
e.	The need for professional librarians to perform a wider variety of tasks has increased.	1	2	3	4	5
f.	The need for professional librarians to perform more specialized functions has increased.	1	2	3	4	5
g.	The need for paraprofessionals to perform tasks once done by professional librarians has increased.	1	2	3	4	5
h.	The need for other professionals to perform tasks once done by professional librarians has increased.	1	2	3	4	5

2. Thinking about the <u>future needs</u> of your organization, and using the same scale of 1 to 5, to what extent do you think the following changes in needs <u>will occur at your organization over the next 5 years</u>?

	Over the next 5 years . . .	Not at All		Neutral		To a Great Extent
a.	The need for more professional librarians will increase.	1	2	3	4	5
b.	The need for more paraprofessionals will increase.	1	2	3	4	5
c.	The need for professional librarians to perform managerial functions will increase.	1	2	3	4	5
d.	The need for professional librarians to assume leadership roles will increase.	1	2	3	4	5
e.	The need for professional librarians to perform a wider variety of tasks will increase.	1	2	3	4	5
f.	The need for professional librarians to perform more specialized functions will increase.	1	2	3	4	5
g.	The need for paraprofessionals to perform tasks once done by professional librarians will increase.	1	2	3	4	5
h.	The need for other professionals to perform tasks once done by professional librarians will increase.	1	2	3	4	5

3. Has your organization experienced any of the following organizational changes <u>in the past 5 years</u>?

	In the past 5 years, our organization has experienced . . .	Yes	No
a.	Greater integration among different functional areas	1	2
b.	An increase in the degree of centralization	1	2
c.	Downsizing (a reduction in the number of employees to reduce expenses)	1	2
d.	Re-engineering (redesigning processes to improve performance and cost)	1	2
e.	A reduction in the number of managerial levels (i.e. delayering)	1	2
f.	Implementation of total quality management	1	2
g.	Greater reliance on part-time workers	1	2

h.	Greater reliance on temporary workers	1	2
i.	Greater reliance on volunteer workers	1	2
j.	Greater reliance on outsourcing	1	2
k.	Increased use of information technologies	1	2

4. Of all the items listed in question 3 above (a through k), which <u>three organizational changes</u> do you think have contributed to the greatest amount of change in the roles of professional librarians at your organization? (Please indicate your response by writing the letter that accompanies the item listed in question 3)

   1. _____   2. _____   3. _____

SECTION I: CONCLUDING QUESTIONS

1. What, in your opinion, are the most pressing human resource challenges the library sector will face over the next 5 years and why?

   _____

   _____

   _____

   _____

   _____

   _____

2. Do you have any other comments, questions, or concerns that relate to this study or questionnaire?

   _____

   _____

   _____

   _____

   _____

   _____

   _____

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE

PLEASE return the survey in the enclosed stamped,

SELF-ADDRESSED envelope BY JULY 2, 2003

Individual Survey Instrument (Professional Librarians and Paraprofessionals)

This questionnaire will take between 10 and 30 minutes to complete. Please read each question carefully and answer them as accurately as possible. The success of the study depends on this.

As a reminder, your participation is entirely voluntary and your responses will be held in the strictest confidence.

Survey Instructions

Please adhere to the following guidelines when completing the survey:

1. When navigating through the survey, please DO NOT USE THE "ENTER" button on your keyboard. Instead, please use the 'tab' or your 'arrow' keys or your mouse to navigate through the survey.

2. If you cannot complete the survey in one sitting, you can save your responses and return to the survey by logging in with your password at a later date. You may also complete the survey at any computer that has internet access. If you have received this e-mail through your work address, for example, you can complete the survey using your home computer or a public computer. The two requirements for participation in the survey are that you have the URL address and your password.

3. We are only interested in your responses that pertain to your library job. If you have another job, do not draw upon this other job in your responses.

4. If you work at more than one library, please provide responses for the job where you spend the most amount of your time.

5. Complete the survey even if you work in a non-traditional library-type workplace. The term "library" is used throughout the survey in its broadest sense and connotes all types of organizations that perform library work.

6. Complete the survey even if you are currently working outside of Canada.

If you have any questions about how to complete the survey or experience any difficulties while completing the survey, please contact:

Marianne Sorensen, 8Rs Research Team

marianne@socialresearch.ca
(780) 430-1179

SECTION A: BACKGROUND QUESTIONS

1. Do you have a Masters degree in Library and Information Studies (or its historical equivalent—e.g. Bachelor of Library Science)?

   ☒ Yes

   ☒ No

2. In what year did you receive your Master's degree in Library and Information Studies (or its historical equivalent)? _____

3. Where did you receive your Master's degree in Library and Information Studies (or its historical equivalent)?

   ☒ From an ALA-accredited Canadian library school

   ☒ From an ALA-accredited American library school

   ☒ From the historical equivalent to an ALA-accredited library school (e.g. Bachelor of Library Science)

   ☒ From a library school outside North America

   ☒ Other: Please specify _____

3a. Please specify the institution where you received your Master's degree:

   _____

   Please specify the country where you received your Master's degree:

   _____

3b. Does your current employer recognize your Master's degree in Library and Information Studies (e.g., in terms of your position, salary, benefits)?

   ☒ Yes

   ☒ No

   ☒ Not currently working in a library

   ☒ Don't know

3c. Have you taken any courses of study or programs in Canada to upgrade your library degree?

   ☒ No

   ☒ Yes: How, if at all, has this made a difference to how your employer and the library community recognize your credentials?

   _____

   _____

   _____

4. Do you have any of the following other degrees (indicate all that apply)?

   ☒ Certificate/diploma from a library technician program

   ☒ Education degree

   ☒ Other Master's degree (not including MLIS/MLS)

   ☒ Ph.D.

4a. What is your highest level of education?

☒ High school diploma

☒ Post Secondary Diploma/Certification

☒ Education degree

☒ University undergraduate degree (not including education degree)

☒ Master's degree

☒ Ph.D.

4b. Do you have a certificate/diploma from a library technician program?

☒ Yes

☒ No

4c. In what year did you receive your library technician certificate/diploma? _____

5. Are you currently working in a library?

☒ Yes

☒ No

5a. What is the main reason why you are not currently working in a library?

☒ Currently on leave (including maternity/paternity, health, or education leave or sabbatical)

☒ Currently working in a non-traditional library workplace (e.g. consortium, library consultant, vendor, researcher)

☒ Voluntarily left my last place of employment

☒ Was let go from my last place of employment

☒ Currently working in another non-library position

☒ Never worked in a library

☒ Currently going to school

☒ Recently graduated

☒ Retired

☒ Currently working as a library educator (e.g. faculty member in a library school/technician program)

☒ Other reason: Please specify: _____

5b. How long has it been since you retired from working in a library?

☒ Less than 1 year

☒ 1 to 2 years

☒ 3 to 4 years

☒ 5 to 10 years

☒ More than 10 years

5c. Would you consider returning to work in a library under any of the following conditions? (please indicate all that apply)

☒ If I received a higher pay / better benefits than I did before retiring

☒ If I could work fewer hours than I did before retiring

☒ If I could work more hours than I did before retiring

☒ If I could work in a different position than I did before retiring

☒ If I could work in a different library than I did before retiring

☒ If I could work in a different geographical location than I did before retiring

☒ Nothing would make me consider returning to work in a library

☒ Other reason: Please specify

5d. Which of the following explain why you left your last place of employment? (please indicate all that apply)

☒ Left for personal reasons

☒ Moved to more desirable geographical location

☒ Found a higher level position elsewhere

☒ Found a better paying job elsewhere

☒ Found an overall better job elsewhere

☒ Decided to make a career change

☒ Went back to school

☒ Insufficient pay/benefits

☒ Insufficient opportunity for promotion

☒ Excess stress from job

☒ Inability to balance work with my family or personal life

☒ Dissatisfaction with relationship with superiors

☒ Dissatisfaction with relationship with library board members (if applicable)

☒ Dissatisfaction with relationship with peers

☒ Poor treatment by employer

☒ Dissatisfaction with job duties

☒ Dissatisfaction with all aspects of job

☒ Other reason for leaving last place of employment: Please specify

---

5e. Are you currently looking for a position in a library?

☒ Yes

☒ No: What is the major reason why you are not currently looking for a library position?

5f. How long have you been looking for a library position?

☒ Less than 6 months

☒ 6 months to 1 year

☒ 1 – 2 years

☒ More than 2 years

5g. During this time, how many applications have you sent out for a library position? _____

5h. During this time, how many in-person job interviews have you attended? _____

5i. What, in your opinion, is the major reason why you have not yet found a position in a library?

_____

6. What level is your current position?

   ☒ Non-Management

   ☒ Supervisor

   ☒ Middle Management (e.g., branch head, department head)

   ☒ Senior Administrator (e.g. head librarian, chief librarian, director, CEO or deputy/assistant head, chief, director, regional head)

7. Which one of the following job titles best describes your current library position?

   ☒ Professional Librarian

   ☒ Library Technician

   ☒ Library Assistant, Associate or Aide –new category split from above

   ☒ Manager/Administrator

   ☒ Other professional (e.g., systems analyst, personnel, finance, marketing)

   ☒ Secretary, Administrative Assistant, Clerk

   ☒ Other: Please specify: _____

8. How long have you worked in this career?

   ☒ Less than 1 year

   ☒ 2 to 3 years

   ☒ 4 to 5 years

   ☒ 6 to 10 years

   ☒ 11 to 15 years

   ☒ More than 15 years

9. How many hours do you usually work per week in your library position? _____hours

10. Is your position permanent or temporary?

    ☒ Permanent (Permanent means there is no indication of when the job will end)

    ☒ Temporary (Temporary means the job will terminate at some specified time)

11. Are you working on a volunteer basis in your current position (i.e., you are not paid for your labour)?

    ☒ Yes

    ☒ No

12. What was your gross annual salary in your library position in 2003 (before taxes and deductions)?

    $_____/year

13. Are you currently represented by a union or staff association (e.g. are you covered by a collective agreement or a union contract)?

☒ Yes

☒ No

14. Please indicate how often you perform each of the following job functions:

		Frequency Perform Job Function				
		Never		**Sometimes**		**Frequently**
	I Collections					
a.	Collection development, evaluation and management	1	2	3	4	5
b.	Copyright clearance	1	2	3	4	5
c.	Electronic licensing		1	2	3	4
d.	Digitization of collections	1	2	3	4	5
	II Public Service and Outreach					
a.	Reference, information service and research support	1	2	3	4	5
b.	Programming, reference, readers advisory, information and research support to adults	1	2	3	4	5
c.	Programming, reference readers, advisory, information and research/homework support to teens1	1	2	3	4	5
d.	Programming, reference readers, advisory, information and homework support to children	1	2	3	4	5
e.	Instruction in library use, resources and research	1	2	3	4	5
f.	Programming and services to special populations (e.g., workplace employees, people with disabilities)	1	2	3	4	5
g.	Liaison activities (e.g. with individual faculty, assigned departments, community groups or agencies	1	2	3	4	5
	III Technical and Bibliographic Services					
a.	Cataloguing, database management and organization of information resources (including metadata schemes and Online Public Access Catalogues (OPACs)	1	2	3	4	5
b.	Creation and maintenance of bibliographic records	1	2	3	4	5
c.	Processing interlibrary loan requests – borrowing and lending	1	2	3	4	5
d.	Acquisition, receipt and payment of library materials	1	2	3	4	5
e.	Circulation and discharge of library materials	1	2	3	4	5
f.	Sorting, shelving and filing of library materials	1	2	3	4	5
g.	Bindery and materials processing	1	2	3	4	5
h.	Repair and conservation of library materials	1	2	3	4	5
	IV Information Technology					
a.	Library systems, hardware, and software support	1	2	3	4	5
b.	Network management and technical support	1	2	3	4	5
c.	Web development and applications	1	2	3	4	5
d.	Database creation and maintenance (e.g. OPACs)	1	2	3	4	5
V	Professional Development / Participation					
a.	Participation in professional organizations	1	2	3	4	5
b.	Attendance at conferences and workshops	1	2	3	4	5
c.	Research and publishing in the field of librarianship	1	2	3	4	5
	VI Administration and Management					
a.	Training and development	1	2	3	4	5
b.	Managing library units/activities	1	2	3	4	5

c.	Supervision and evaluation of personnel	1	2	3	4	5
d.	Organizational planning and decision-making	1	2	3	4	5
e.	Policy development	1	2	3	4	5
f.	Human resources planning and management	1	2	3	4	5
g.	Budgeting and financial management	1	2	3	4	5
h.	Managing space, facilities and building operations	1	2	3	4	5
i.	Fund-raising and donor support	1	2	3	4	5
j.	Marketing and public relations	1	2	3	4	5
	VII: Other					
a.	Please specify other important job functions you perform frequently that have not been covered above:					

SECTION B: JOB MOBILITY

1. How long have you worked at your current organization? (please add up the total number of years spent in all positions and at all branches, if worked in more than one position or branch within the same organization)

    ☒ Less than 1 year

    ☒ 2 to 3 years

    ☒ 4 to 5 years

    ☒ 6 to 10 years

    ☒ 11 to 15 years

    ☒ More than 15 years

2. Have you ever worked at a different library than the one where you currently work? (do not include different branches within the same library system)

    ☒ No

    ☒ Yes

2a. Please indicate the total number of different library organizations you have worked in throughout your career. (do not include different branches within the same library system)

    _____ Total number of different organizations

2b. Which of the following explain why you left your last place of employment? (please indicate all that apply)

    ☒ Moved to another geographical region for personal reasons

    ☒ Moved to more desirable geographical location

    ☒ Insufficient pay/benefits

    ☒ Insufficient opportunity for promotion

    ☒ Excess stress from job

    ☒ Inability to balance work with my family or personal life

    ☒ Dissatisfaction with relationship with superiors

    ☒ Dissatisfaction with relationship with library board members (if applicable)

    ☒ Dissatisfaction with relationship with peers

☒ Poor treatment by employer

☒ Dissatisfaction with job duties

☒ Dissatisfaction with all aspects of job

☒ Found a higher level position elsewhere

☒ Found a better paying job elsewhere

☒ Found an overall better job elsewhere

☒ Decided to make a career change

☒ Went back to school

☒ Other reason for leaving last place of employment: Please specify _____

3. To what extent do you agree/disagree with the following statements about why you remain at your current organization:

		Extent to Which Agree/Disagree					
		Strongly Disagree				Strongly Agree	N/A
	I remain at my current library because . . .						
a.	I like my current job	1	2	3	4	5	
b.	I like my current workplace	1	2	3	4	5	
c.	I like the people I work with	1	2	3	4	5	
d.	I feel loyal to my employer	1	2	3	4	5	
e.	I feel loyal to my library patrons	1	2	3	4	5	
f.	There are no other jobs available	1	2	3	4	5	
g.	I could not easily get another job at my current salary/benefits	1	2	3	4	5	
h.	I have not been successful in finding another job	1	2	3	4	5	
i.	I do not have the time to look for another job	1	2	3	4	5	
j.	I am trying to gain experience so I can apply for other positions	1	2	3	4	5	
k.	My spouse/significant other works in the same geographic area	1	2	3	4	5	8
l.	I don't want to move and disrupt my children's education or friendships	1	2	3	4	5	8
m.	I don't want to move away from the community in which I live	1	2	3	4	5	
n.	I have family members or friends in this area who need my attention	1	2	3	4	5	
o.	Other reason for remaining in current library. Please specify:	1	2	3	4	5	

4. Which one of the following library sectors/locations best describes the type of library you are currently working in?

☒ Canadian university library

☒ Canadian college/technical institute library (including university colleges)

☒ Canadian public library

☒ Canadian consortium or regional library

☒ Canadian special library: Federal government

☒ Canadian special library: Provincial government

☒ Canadian special library: Local government

☒ Canadian special library: Non-profit library (e.g. hospital, religious institution, charity organization)

☒ Canadian special library: For-profit library (e.g. business, law firm, bank, crown corporation)

☒ Canadian school library

☒ Canadian Non-traditional library workplace (e.g. library consulting firm, vendor, research project)

☒ U.S. library

☒ Non-North American library

4a. Is your library currently a member of CARL (Canadian Association of Research Libraries)

☒ Yes

☒ No

☒ Don't know

CARL Institutions

Carleton University
CISTI / ICIST
Concordia University Libraries
Dalhousie University Libraries
McGill University
McMaster University
Memorial University of Nfld.
Library and Archives of Canada
Queen's University
Simon Fraser University
Université de Montréal
Université Laval
Université d'Ottawa
Université du Quebec a Montréal
Université de Sherbrooke
University of Alberta
University of British Columbia
University of Calgary
University of Guelph
University of Manitoba Libraries
University of New Brunswick
University of Regina Libraries
University of Saskatchewan
University of Toronto
University of Victoria
University of Waterloo
University of Western Ontario
University of Windsor
York University Libraries

4b. Is your library currently a member of CULC (Council of Administrators of Large Urban Public Libraries

☒ Yes

☒ No

☒ Don't know

CULC Institutions

Barrie Public Library
Bibliothèque de Gatineau
Reseau des bibliothèque de Laval
Bibliothèque Pierre-Georges-Roy
Bibliothèque municipale de Montréal
Bibliothèque municipale de Longueuil
Brampton Public Library

Burnaby Public Library
Burlington Public Library
Calgary Public Library
Cambridge Libraries/Galleries
Coquitlam Public Library
Edmonton Public Library
Fraser Valley Regional Library
Greater Victoria Public Library
Halifax Regional Library
Hamilton Public Library
Kitchener Public Library
London Public Library
Markham Public Library
Mississauga Library System
Oakville Public Library
Oshawa Public Library
Ottawa Public Library
Provincial Information & Library Resources Board (includes all Newfoundland Public Libraries)
Regina Public Library
Richmond Hill Public Library
Richmond Public Library
Saskatoon Public Library
St. Catharines Public Library
Surrey Public Library
Thunder Bay Public Library
Toronto Public Library
Vancouver Island Public Library
Vancouver Public Library
Vaughan Public Library
Windsor Public Library
Winnipeg Public Library

5. Which of the following different library sectors/locations have you worked in previously (indicate all that apply):

    ☒ Canadian university library

    ☒ Canadian college/technical institute library (including university colleges)

    ☒ Canadian public library

    ☒ Canadian consortium or regional library

    ☒ Canadian special library: Federal government

    ☒ Canadian special library: Provincial government

    ☒ Canadian special library: Local government

    ☒ Canadian special library: Non-profit library (e.g. hospital, religious institution, charity organization)

    ☒ Canadian special library: For-profit library (e.g. business, law firm, bank, crown corporation)

    ☒ Canadian school library

    ☒ Canadian Non-traditional library workplace (e.g. library consulting firm, vendor, research project)

    ☒ U.S. library

    ☒ Non-North American library

    ☒ None

    ☒ Other: Please specify:

5a. What is the major reason why you currently or previously work(ed) in a non-Canadian library?

_____

_____

5b. What is the major reason why you returned to work in Canada?

6. Would you consider working in a U.S. library at some point in the future?

☒ No

☒ Yes: Please explain what would attract you to working in a U.S. library

_____

7. Would you consider working in a rural or remote region of Canada?

☒ No

☒ Yes: already work in a rural/remote region of Canada

☒ Yes: I would consider working in a rural/remote region of Canada

Please explain what attracts you to working in a rural or remote region of Canada:

_____

_____

SECTION C: JOB ATTITUDES / JOB SATISFACTION

1. To what extent do you agree/disagree with the following sets of statements about what is important to you in a job and whether that element is part of your library job?

		Extent to Which Agree/Disagree					
		Strongly Disagree				**Strongly Agree**	**N/A**
a.	**It is important to me to have a job that is challenging**	1	2	3	4	5	
b.	My job is challenging	1	2	3	4	5	
a.	It is important to me to have a job that allows me to use information technology skills	1	2	3	4	5	
b.	My job provides the opportunity to use information technology skills	1	2	3	4	5	
a.	It is important to me to have a job that allows me to perform a variety of tasks	1	2	3	4	5.	
b.	My job provides the opportunity to perform a variety of tasks	2	3	4	5		
a.	It is important to me to have a job that allows me to grow and learn new skills	1	2	3	4	5	
b.	My job provides the opportunity to grow and learn new skills	1	2	3	4	5	
a.	It is important to me to have a job that allows me to supervise others	1	2	3	4	5	
b.	My job provides the opportunity to supervise others	1	2	3	4	5	
a.	It is important to me to have a job that allows me to motivate others	1	2	3	4	5	
b.	My job provides the opportunity to motivate others	1	2	3	4	5	
a.	It is important to me to have a job that allows me to manage a service/department	1	2	3	4	5	

b.	My job provides the opportunity to manage a service/ department	1	2	3	4	5	
a.	It is important to me to have a job that allows me to perform a leadership role	1	2	3	4	5	
b.	My job provides the opportunity to perform a leadership role	1	2	3	4	5	
	Leadership involves taking initiative and making things happen through the effective action of others. Skills important for leadership include negotiating, networking, motivating, fundraising, having a future vision, and a strong community involvement.						
a.	It is important to me to have a job that allows me to seek out new project opportunities	1	2	3	4	5	
b.	My job provides the opportunity to seek out new project opportunities	1	2	3	4	5	
a.	It is important to me to have a job that allows me to participate in decisions about the overall library strategy	1	2	3	4	5	
b.	My job provides the opportunity to participate in decisions about the overall library strategy	1	2	3	4	5	
a.	It is important to me to have a job that allows me to participate in decisions about my area	1	2	3	4	5	
b.	My job provides the opportunity to participate in decisions about my area	1	2	3	4	5	
a.	It is important to me to have a job in a dynamic and changing environment	1	2	3	4	5	
b.	My job environment is dynamic and changing	1	2	3	4	5	
a.	It is important to me to have a job with little work-related stress	1	2	3	4	5	
b.	In my job I have little work-related stress	1	2	3	4	5	
a.	It is important to me to have a job with a manageable workload	1	2	3	4	5	
b.	In my job I have a manageable workload	1	2	3	4	5	
a.	It is important to me to have a job that allows me to balance my work and family or personal life	1	2	3	4	5	
b.	In my job I am provided with the opportunity to balance work and family or personal life	1	2	3	4	5	
a.	It is important to me to have a job that earns a fair salary	1	2	3	4	5	
b.	In my job I earn a fair salary	1	2	3	4	5	
a.	It is important to me to have a job that receives adequate benefits (e.g. dental, health, pension plan)	1	2	3	4	5	
b.	In my job I receive adequate benefits	1	2	3	4	5	
a.	It is important to me have a job that I feel certain will continue	1	2	3	4	5	
b.	I feel certain that my job will continue	1	2	3	4	5	
a.	It is important to me to have a job that allows me to advance my career	1	2	3	4	5	
b.	In my job I am provided with opportunities to advance my career	1	2	3	4	5	
a.	It is important to have a job in which I am treated fairly, despite my gender, race, or ethnicity	1	2	3	4	5	
b.	In my job I am treated fairly, despite my gender, race, or ethnicity	1	2	3	4	5	
a.	It is important to me to have a job in which I am treated with respect by my superiors	1	2	3	4	5	8
b.	In my job I am treated with respect by my superiors	1	2	3	4	5	8
a.	It is important to have a job in which I have a good relationship with my supervisor(s)	1	2	3	4	5	8

b.	In my job I have a good relationship with my supervisor(s)	1	2	3	4	5	8
a.	It is important to me have a job in which I have a good relationship with administration	1	2	3	4	5	8
b.	In my job I have a good relationship with administration	1	2	3	4	5	8
a.	It is important to me to have a job in which I have a good relationship with library board members	1	2	3	4	5	8
b.	In my job I have a good relationship with library board members	1	2	3	4	5	8
a.	It is important to me to have a job in which I have a good relationship with professional librarian staff	1	2	3	4	5	8
b.	In my job I have a good relationship with professional librarian staff	1	2	3	4	5	8
a.	It is important to me to have a job in which I am treated with the same amount of respect as professional librarians1	2	3	4	5	8	
b.	In my job I am treated with the same amount of respect as professional librarians	1	2	3	4	5	8
a.	It is important to me to have a job in which I have a good relationship with paraprofessional staff	1	2	3	4	5	8
b.	In my job I have a good relationship with paraprofessional staff	1	2	3	4	5	8
a.	It is important to me to have a job that allows me to teach	1	2	3	4	5	
b.	In my job I am allowed me to teach	1	2	3	4	5	
a.	It is important to me to have a job in which I am eligible for tenure.	1	2	3	4	5	
b.	In my job I am eligible for tenure	1	2	3	4	5	
a.	It is important to me have a job in which I am eligible for a continuing appointment	1	2	3	4	5	
b.	In my job I am eligible for a continuing appointment	1	2	3	4	5	
a.	It is important to me to have a job in which I am eligible for research leaves (e.g., sabbaticals)	1	2	3	4	5	
b.	In my job I am eligible for research leaves	1	2	3	4	5	
a.	It is important to me have a job that allows me to conduct research and publish	1	2	3	4	5	
b.	In my job I am allowed to conduct research and publish	1	2	3	4	5	

2. Overall, how satisfied are you with your current job?

☒ Very satisfied

☒ Satisfied

☒ Somewhat satisfied

☒ Dissatisfied

☒ Very dissatisfied

SECTION D: CAREER DEVELOPMENT/training/education

1. Does your organization subsidize (or reimburse) any portion of the costs associated with your attendance at library association meetings?

☒ Yes

☒ No

☒ Have never attended a library association meeting

☒ Don't know

2. Does your organization subsidize, assist, or reimburse your participation in training courses taken outside of your paid working hours?

☒ Yes

☒ No

☒ Have never participated in this type of training

☒ Don't know

3. For the following list, first indicate if you have ever participated in the type / format of training through your current workplace, and if so, the extent to which the training improved your ability to perform your job:

	Ability	Participated in		Extent to Which Improved to Perform Job					
		Yes	No	To no Extent				To a Great Extent	N/A
a.	Job-oriented skills training (excluding technology)	1	2	1	2	3	4	5	8
b.	Technology skills training	1	2	1	2	3	4	5	8
c.	Customer-service related training	1	2	1	2	3	4	5	8
d.	Management training	1	2	1	2	3	4	5	8
e.	Northern Exposure to Leadership (NEL)	1	2	1	2	3	4	5	8
f.	Other leadership training (not including NEL)	1	2	1	2	3	4	5	8
g.	Other professional development (e.g. subject specialty, library issues)	1	2	1	2	3	4	5	8
h.	Mentorship training	1	2	1	2	3	4	5	8
i.	Job rotation	1	2	1	2	3	4	5	8
j.	Job sharing	1	2	1	2	3	4	5	8
	Please indicate any other types of training that improved your ability to perform your job that we not have covered above.:								

4. Please indicate the extent to which you agree/disagree with the following statements about training, career development, and organizational commitment:

		Extent to Which Agree/Disagree					
		Strongly Disagree				Strongly Agree	N/A
a.	I currently have sufficient education, training, and experience to allow me to perform my job effectively	1	2	3	4	5	
b.	Given my education, training and experience, I am overqualified for my current position	1	2	3	4	5	
c.	Given my education, training and experience, I am qualified to move into a higher level position	1	2	3	4	5	8
d.	I am interested in participating in technology skills training	1	2	3	4	5	
e.	I am interested in participating in management skills training	1	2	3	4	5	
f.	I am interested in participating in business skills training	1	2	3	4	5	
g.	I am interested in moving into a position with more responsibility	1	2	3	4	5	8

h.	My organization provides me with sufficient opportunities to participate in training	1	2	3	4	5	
i.	I am committed to the goals of this organization	1	2	3	4	5	
j.	I really feel that this organization's problems are my own	1	2	3	4	5	
k.	I would be very happy to spend the rest of my career at this organization	1	2	3	4	5	
l.	I would be very happy to spend the rest of my career in my current position	1	2	3	4	5	

5. In thinking about your future career, what kind of training do you feel would provide you with the most important skills required for you to move into a higher level position? (please be as specific as you can: e.g., training in conflict management, in negotiation, in specific computer programming applications)

_____

_____

_____

6. Are you currently enrolled in a post-secondary program for credit (i.e., leading toward a diploma, certificate, or degree)?

☒ Yes: Please specify the program you are enrolled in (e.g., Library Technician Diploma/Certificate, B.Ed., B.A., MLIS, LLB, MBA, PhD): _____

☒ No

7. Are you interested in obtaining an MLIS degree?

☒ Yes: What, if anything, has prevented you from obtaining an MLIS degree to date?

_____

_____

☒ No: Please explain why you are not interested in obtaining an MLIS degree

_____

_____

7a. Thinking back to when you first decided you wanted to be a librarian, what were your three main reasons for choosing the librarian profession?

First Reason: _____

Second Reason: _____

Third Reason: _____

_____

7b. If you knew what you know now about the librarian profession, would you have made the same choice to become a professional librarian?

☒ Yes, Please explain why you would make the same career choice.

_____

_____

_____

☒ No, Please explain why you would not make the same choice.

_____

_____

_____

SECTION E1: NEW PROFESSIONAL LIBRARIAN ENTRANTS:

1. To what extent do you agree or disagree with the following statements about the education you received in your Master's of Library and Information Studies program?

		Extent to Which Agree/Disagree					
		Strongly Disagree				Strongly Agree	N/A
a.	The program provided me with the general skills and abilities required to effectively perform my current job.	1	2	3	4	5	
b.	The program provided me with the information technology skills required to effectively perform my current job.	1	2	3	4	5	8
c.	The program provided me with the management skills required to effectively perform my current job.	1	2	3	4	5	8
d.	The program provided me with the leadership skills required to effectively perform my current job.	1	2	3	4	5	8
e.	The program provided me with the business skills required to effectively perform my current job.	1	2	3	4	5	8
f.	The program provided me with the problem-solving skills required to effectively perform my current job.	1	2	3	4	5	8
g.	The program provided me with a realistic depiction about what it is like to work as a librarian.	1	2	3	4	5	
h.	The program provided me with a realistic depiction about what it is like to work as a librarian in my library sector	1	2	3	4	5	
i.	I can apply what I learned in the program to what I do in my librarian job	1	2	3	4	5	

2. Overall, how satisfied are you with the quality of education you received in your MLIS program?

☒ Very dissatisfied

☒ Dissatisfied

☒ Neither satisfied nor dissatisfied

☒ Satisfied

☒ Very satisfied

3. What, if anything, do you think could be done to improve the quality of education offered in MLIS programs?

_____

_____

_____

4. Which of the following types of libraries and organizations did you apply to when looking for your first professional librarian job? (check all that apply)

☒ Academic library

☒ Public library

☒ Special government library (federal, provincial, or local)

☒ Special non-profit library (e.g. hospital, religious institution, charity organization)

☒ Special for-profit library (e.g. business, law firm, bank, crown corporation)

☒ School library

☒ Non-traditional library workplace (e.g. library consulting firm, vendor, researcher)

5. Which of the following locations did you apply to when looking for your first professional librarian job? (check all that apply):

☒ Within the same university where I received my MLIS degree

☒ Within the same city as the university where I received my MLIS degree

☒ Within a library located in a different Canadian city than where I received my MLIS degree

☒ Within a library located in a small town (under 10 000 people) or remote region of Canada

☒ Within a library located in the United States

☒ Within a library located outside of North America

☒ Within another business (not a library)

6a. What is the major reason you applied for a job in a library outside of Canada?

_____

6b. What is the major reason you applied for a job in a non-library organization?

_____

6. After completing your library studies program, how long did it take you to find your first professional librarian position?

☒ I already had a job lined up before graduating

☒ 0 to 2 months after graduating

☒ 3 to 6 months after graduating

☒ 7 to 12 months after graduating

☒ More than one year after graduating

8. Was your first professional librarian position full-time or part-time?

☒ Full-time (typically, more than 29 hours per week)

☒ Part-Time (typically less than 30 hours per week)

9. Was your first professional librarian position permanent or temporary?

☒ Permanent (permanent means there is no indication of when the job will end)

☒ Temporary (temporary means the job will terminate at some specified time)

10. Did you have any experience working in a library before graduating from your library studies program?

☒ Yes

☒ No

11. Did you participate in a co-op or practicum (or other type of program that involved alternating periods of work at a library with periods of in-class study) while still enrolled in your library studies program?

☒ Yes

☒ No

☒ Don't know

12. How long do you expect to continue working at your current work place?

☒ Less than one year

☒ 1 to 5 years

☒ 6 - 10 years

☒ For remainder of career

☒ Don't know

13. What kind of work would you like to be doing 10 years from now?

☒ The same work I am doing now

☒ Administrative librarian (e.g., Head Librarian, Director, CEO)

☒ Management librarian (e.g., Branch or Department head)

☒ Supervisory librarian

☒ Non-management librarian

☒ Non-librarian work

☒ Other: Please specify: _____

☒ Don't know

SECTION E2: NEW ENTRANTS TO LIBRARY

1. To what extent do you agree or disagree with the following statements about the education you received in your library technician program?

		Extent to Which Agree/Disagree					
		Strongly Disagree				Strongly Agree	N/A
a.	The program provided me with the general skills and abilities required to effectively perform my current job.	1	2	3	4	5	
b.	The program provided me with the information technology skills required to effectively perform my current job.	1	2	3	4	5	8
c.	The program provided me with the management skills required to effectively perform my current job.	1	2	3	4	5	8
d.	The program provided me with the leadership skills required to effectively perform my current job.	1	2	3	4	5	8
e.	The program provided me with the business skills required to effectively perform my current job.	1	2	3	4	5	8
f.	The program provided me with the problem-solving skills required to effectively perform my current job.	1	2	3	4	5	8
g.	The program provided me with a realistic depiction about what it is like to work in a library.	1	2	3	4	5	
h.	The program provided me with a realistic depiction about what it is like to work in my library sector	1	2	3	4	5	
i.	I can apply what I learned in the program to what I do in my library job	1	2	3	4	5	

2. Overall, how satisfied are you with the quality of education provided in your library technician program?

    ☒ Very dissatisfied

    ☒ Dissatisfied

    ☒ Neither satisfied nor dissatisfied

    ☒ Satisfied

    ☒ Very satisfied.

3. What, if anything, do you think could be done to improve the quality of education offered in library technician programs?

    _____

    _____

4. After completing your library technician program, how long did it take you to find your first library technician position?

    ☒ I already had a job lined up before graduating

    ☒ 0 to 2 months after graduating

    ☒ 3 to 6 months after graduating

    ☒ 7 to 12 months after graduating

    ☒ More than one year after graduating

5. Did you have any experience working in a library before graduating from your library technician program?

    ☒ Yes

    ☒ No

6. How long do you expect to continue working at your current work place?

☒ Less than one year

☒ 1 to 5 years

☒ 6 - 10 years

☒ For remainder of career

☒ Don't know

SECTION E3: MID-CAREER AND SENIOR LIBRARIANS

1. To what extent do you agree or disagree with the following statements about how your job has changed in the past 5 years:

		Extent to Which Agree/Disagree				
		Strongly Disagree				**Strongly Agree**
	Compared to 5 years ago…					
a.	My job is currently more interesting	1	2	3	4	5
b.	My job is currently more challenging	1	2	3	4	5
c.	My job is currently more enjoyable	1	2	3	4	5
d.	My job is currently more rewarding	1	2	3	4	5
e.	My job is currently more stressful	1	2	3	4	5
g.	My job currently requires more skill	1	2	3	4	5
f.	I am currently more concerned about my job security	1	2	3	4	5
h.	I am currently required to learn more new tasks	1	2	3	4	5
i.	I am currently required to perform more difficult tasks	1	2	3	4	5
j.	I am currently required to perform more high tech tasks	1	2	3	4	5
k.	I am currently required to perform a wider variety of tasks	1	2	3	4	5
l.	I am currently required to perform more routine tasks	1	2	3	4	5
m.	I am currently required to work harder	1	2	3	4	5
n.	I am currently required to perform more managerial functions	1	2	3	4	5
o.	I am currently required to assume more of a leadership role	1	2	3	4	5
p.	I am currently required to perform more business functions	1	2	3	4	5
q.	I am currently required to perform more tasks once done by paraprofessional staff	1	2	3	4	5
r.	I am currently less motivated to do my work	1	2	3	4	5

2. What, if anything, would increase your motivation to perform your work?

_____

_____

3. What kind of work do you see yourself performing in your final working years?

☒ The same work I am doing now

☒ Administrative librarian (e.g. head librarian, director, CEO)

☒ Middle management librarian (e.g. department, branch head)

☒ Supervisory librarian

☒ Non-management librarian

☒ Non-librarian work

☒ Other: Please specify: _____

☒ Don't know

4. At what age do you realistically think you will retire from your professional librarian career?

☒ Earlier than 55

☒ Between 55 and 60

☒ Between 61 and 64

☒ At 65

☒ After 65

☒ Don't know

5. Would you accept an early retirement package if it were offered?

☒ Yes

☒ No

☒ Don't know

Please explain why you would or would not accept an early retirement package.

_____

6. Are there any conditions that would make you consider delaying your retirement?

☒ Yes

☒ No

☒ Don't know

☒ Please specify what conditions would make you consider delaying your retirement:

_____

7. To what extent are you looking forward to retiring from your job as a professional librarian?

☒ To a great extent

☒ To some extent

☒ To no extent

SECTION E4: MID-CAREER AND SENIOR STAFF

1. To what extent do you agree or disagree with the following statements about how your job has changed in the past 5 years:

		Strongly Disagree				Strongly Agree	N/A
	Compared to 5 years ago,						
a.	My job is currently more interesting	1	2	3	4	5	
b.	My job is currently more challenging	1	2	3	4	5	
c.	My job is currently more enjoyable	1	2	3	4	5	
d.	My job is currently more rewarding	1	2	3	4	5	
e.	My job is currently more stressful	1	2	3	4	5	
f.	My job currently requires more skill	1	2	3	4	5	
g.	I am currently more concerned about my job security	1	2	3	4	5	
h.	I am currently required to learn more new tasks	1	2	3	4	5	
i.	I am currently required to perform more difficult tasks	1	2	3	4	5	
j.	I am currently required to perform more high tech tasks	1	2	3	4	5	
k.	I am currently required to perform a wider variety of tasks	1	2	3	4	5	
l.	I am currently required to perform more routine tasks	1	2	3	4	5	
m.	I am currently required to work harder	1	2	3	4	5	
n.	I am currently required to perform more managerial functions	1	2	3	4	5	
o.	I am currently required to assume more of a leadership role	1	2	3	4	5	
p.	I am currently required to perform more business functions	1	2	3	4	5	
q.	I am currently required to perform tasks once done by professional librarians	1	2	3	4	5	8
r.	I am currently less motivated to do my work	1	2	3	4	5	

Extent to Which Agree/Disagree

2. At what age do you realistically think you will retire from working in your library job?

   ☒ Earlier than 55

   ☒ Between 55 and 60

   ☒ Between 61 and 64

   ☒ 65

   ☒ After 65

   ☒ Don't know

Reformatted 3 and 4

5. Would you accept an early retirement package if it were offered?

   ☒ Yes

   ☒ No

   ☒ Don't know

   Please explain why you would or would not accept an early retirement package.

_____

6. Are there any conditions that would make you consider delaying your retirement?

☒ Yes

☒ No

☒ Don't know

☒ Please specify what conditions would make you consider delaying your retirement:

_____

5. To what extent are you looking forward to retiring from your library job?

☒ To a great extent

☒ To some extent

☒ To no extent

SECTION F: DEMOGRAPHIC AND WORKPLACE INFORMATION

1. What is your gender?

☒ female

☒ male

2. In what year were you born? 19 _____

3. What is your current relationship status?

☒ Single (never married)

☒ Married or living with partner

☒ Divorced/separated

☒ Widowed

4. Do you currently have dependent children or dependent adults living with you?

☒ Yes, dependent children

☒ Yes, dependent adults

☒ Yes, both dependent children and adults

☒ No

5. Do you consider yourself to be a member of a visible minority group? Members of visible minorities are persons of colour or are non-Caucasian in race (excluding Aboriginal peoples). Examples include Chinese, South Asian, East Asian, Middle Eastern, Latin American

☒ yes

☒ no

6. Do you consider yourself to be an Aboriginal person (includes status Indian, non-status Indian, Inuit or Métis)

☒ Yes

☒ No

7. Do you consider yourself to have a disability that may disadvantage you in employment?

    ☒ Yes

    ☒ No

8. Is your library located in an urban centre with a municipal population of more than 10,000 people?

    ☒ Yes

    ☒ No

9. In what province/territory is your library located?

    ☒ Alberta
    ☒ British Columbia
    ☒ Saskatchewan
    ☒ Manitoba
    ☒ Ontario
    ☒ Quebec
    ☒ New Brunswick
    ☒ Nova Scotia
    ☒ Newfoundland/Labrador
    ☒ PEI
    ☒ Yukon
    ☒ NWT
    ☒ Nunavut

10. What are the first three digits of your workplace postal code? _____

11. In total, approximately how many paid staff are employed in your library? (include all staff except volunteer workers)

    ☒ Less than 5
    ☒ 5 - 10
    ☒ 11 - 19
    ☒ 20 - 50
    ☒ More than 50

SECTION G: CONCLUDING QUESTIONS

1. What, in your opinion, are the most pressing human resource challenges the library sector will face over the next 5 years and why?

    _____

    _____

2. Do you have any other comments, questions, or concerns that relate to this study or questionnaire?

    _____

    _____

CLICK HERE TO FINISH SURVEY-THANKS!

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY

If you have any questions or comments about this survey or about the 8Rs Canadian Library Human Resource Study, please contact:

Marianne Sorensen, Chief Methodologist
marianne@socialresearch.ca
1-780-430-1179

Director Telephone Interview Guide

LIBRARY DIRECTOR TELEPHONE INTERVIEW GUIDE

INTERVIEW QUESTIONS

1. **(RECRUITMENT) Over the past 5 years has your library experienced any difficulties finding suitable candidates when recruiting new librarians?**

   NO: Is this because you have not had to hire new librarians or is it because you have not had problems finding qualified librarians?

   If the later: have these new librarians been recent graduates or were they positions filled with experienced librarians?

   (GO TO QUESTION 2)

   YES: What are some of the reasons why you have had problems finding suitable candidates?

   PROMPT IF NECESSARY

   - Inadequate pool of qualified applicants

   - Inadequate education provided to MLIS grads

     - Insufficient numbers of MLIS grads
     - Collective agreement hiring restrictions
     - Increased competition for librarians in other sectors
     - Applicants declining job offer because of:
       - Geographical location/local cost of living
       - Insufficient salaries
       - Unable to offer full-time permanent work

In your opinion, are these recruitment challenges also apparent in the broader library sector? In other words are you aware of other libraries experiencing problems in finding qualified librarians?

How do you think these recruitment challenges could be rectified? In other words, how could the problems you've mentioned be resolved?

Is your library currently developing any strategies to resolve recruitment problems?

> **YES:** What are these strategies? What resources are you dedicating to these strategies?

2. (RETENTION) Apart from librarians who retire, has your library experienced any problems retaining librarians over the past 5 years?

NO: What would you say are the major reasons librarians stay with your library?
(GO TO QUESTION 3)

YES: What, in your opinion, are some of the major reasons these librarians have left your library?

Would you say these challenges are also apparent in the broader library sector?

What do you think could be done to prevent librarians from leaving in the future?

Is your library currently developing strategies to resolve problems with retaining librarians?

YES: What do these strategies involve?

3. (RETIREMENT) Do you foresee the retirement of librarians over the next 2-5 years? Are you concerned about having to replace senior skilled librarians

NO: Is this because you have a plan in place to address the loss of skills, knowledge and experience held by retiring librarians?

YES: What are some of the major components of this plan?
(GO TO QUESTION 4)

YES: To what extent, if any, do you foresee a skills, knowledge or experience gap developing as these librarians retire?

Do you have a succession plan for how you are going to replace soon-to-retire librarians?

> **NO:** Are you considering such a plan in the near future?
> (GO TO QUESTION 4)

> **YES:** What are the major components of this plan?

> How confident are you that the plan will successfully address the skills and knowledge gap produced by retiring librarians?

4. (EDUCATION) Do you feel that current LIS programs adequately equip graduates with the necessary librarian competencies?

YES: GO TO QUESTION 5

NO: What are the major gaps? What should LIS programs focus more on? Less on?

5A. **(LIBRARIAN ROLE/FUNCTION CHANGE) In the past decade or so, many libraries have experienced a variety of changes. I would like to ask you about the kinds of changes that have taken place within your library, particularly with regard to what librarians do, and then some questions dealing with what you think are the major causal forces behind these changes, and finally a few questions on what you expect holds for the future.**

First, have you eliminated any librarian positions within the past year?

Have you hired fewer librarians than you would have liked to in the past year?

Have the roles and functions of librarians at your library changed much in the past 5 years?

      NO: GO TO QUESTION 5B

      YES: What are librarians no longer doing? What are they doing that is new?

            In your mind have these new duties and roles made the job of the librarian more or less interesting? More or less challenging? Why?

            In your mind, have these duties and role changes elevated or deflated the professional status of librarians? Why?

            How adequately do you feel librarians have been able to adapt to these changing role requirements? What in your mind hinders adaptation? What helps librarians adapt better?

5B. **Has the ratio of professional and paraprofessional staff required by the library changed in the past 5 years? For example, do you require more or fewer professional librarians? More or fewer paraprofessional staff?**

Are paraprofessionals performing any roles or duties that were once carried out by professional librarians?

IF NO TO 5A AND 5B SKIP TO 5D

5C. **(SOURCES OF CHANGE) I'm now going to read you a list of possible sources of change and ask you to comment on whether or not you think they significantly contribute to the changing roles of librarians you have just mentioned.**

1. Have declining financial resources been a significant source of change with respect to librarian roles?

      Yes: Does your library have a long-range plan to address funding shortages? Are you, for example, seeking alternative or non-government sources of funding? Are you working with any other libraries or library associations to develop a plan for how the library sector might acquire additional funding?

Overall, do you feel that your library budget enables you to provide a quality work environment for librarians? For example, are you able to provide the salaries, benefits and working conditions that you believe are necessary to meet the needs and interests of current librarians as well as to attract potential new recruits?

2. Has the implementation of new technology been a significant source of change with respect to librarian roles?

      YES: What, in your mind, has driven this implementation of new technology?

PROMPT IF NECESSARY: Financial considerations, efficiency considerations, competition with other libraries, demand by library patrons

How, if at all, do you foresee future technologies affecting the roles of librarians? What new technologies are you considering or are you aware of that would affect the roles of librarians?

3. Has the implementation of new services or elimination of other services been a significant source of change with respect to changing librarian roles?

4. Has organizational restructuring (for example, organizational flattening, eliminating middle-management positions, consolidating departments) been a significant source of change with respect to librarian roles?

    YES: What did this restructuring involve?

    To what extent has this restructuring affected the opportunities for librarians to advance their careers? For example, are there fewer or more upward mobility opportunities for librarians?

5. Other than what we have discussed, can you think of anything else that has driven a change in the roles and functions of librarians in the past 5 years?

5D. (FUTURE CHANGE) We have talked about the changing role requirements of librarians in the past, now I would like to ask you about what you think your future staffing requirements will look like.

Within the next five years, do you foresee a decreasing, increasing, or stable demand for professional librarians at your library?

Within the next five years, what kinds of changes do you foresee occurring in the roles and duties demanded by librarians? What will they be doing that is different and what will remain the same?

Within the next five years, how do you think the ratio of professional and para-professional staff required by the library will change, if at all?

Lastly, just a last few broad questions:

6. What, in your opinion, are the most pressing human resource challenges faced by the library sector today?

7. What role, if any, should the local, provincial or federal government plan in assisting the library sector with these changes?

8. What role, if any, should professional library associations play in assisting the library sector with these challenges?

This concludes our interview. Thank you very much for your time and effort in responding to these questions. Do you have any further comments you would like to add or any questions you would like to ask? We will send you an email with contact information should you have any further comments or questions.

WORKS CITED

8Rs Research Team (2004). *The Future of Heritage Work in Canada.*
<http://www.ls.ualberta.ca/8rs/FutureofHeritageFinalReport.pdf>

Acree, E. K., Epps, S. K., Gilmore, Y., & Henriques, C. (2001). Using professional development as a retention tool for under-represented academic librarians. *Journal of Library Administration*, 33.1/2 (2001): 45-62.

Alliance of Libraries, Archives and Records Management. (1996). Issues and Responses to Common Training Needs Of People Working In Libraries Archives and Records Management: Results of Interviews carried out by The Alliance of Libraries, Archives and Records Management, Summer, 1996. <http://www.fis.utoronto.ca/people/ affiliated/alarm/inter.htm>.

Association for Library and Information Science Education. (2003). Statistical report. Evelyn Daniel and Jerry Saye, eds. Oak Ridge, Tenn.: ALISE, 2004.

Association of College and Research Libraries: Ad Hoc Task Force on Recruitment and Retention Issues. (2002). *Recruitment, retention, and restructuring: human resources in academic libraries*. Chicago : ARL.

Bergeron, P., Deschatelets, G.H. & Nauche, B. (1998). Les employés des bibliothèques francophones au Canada et leurs habitudes et pratiques de formation continue. *Documentation et Bibliothèques,* 44, 16-28.

Blixrud, J.C. (2000). *The M.L.S. hiring requirement*. Washington, D.C.: Association of Research Libraries, Office of Leadership and Management Services.

Brown, D. (2003) Reports of our labour shortage greatly exaggerated. *Canadian HR Reporter, October 2003,* 1-4.

Canadian Association of Research Libraries (1982). *Libraries and library schools : proceedings of a meeting of the Canadian Association of Research Libraries and the Canadian Council of Library Schools, June 9, 1982, Bessborough Hotel, Saskatoon, Saskatchewan, Canada*. Toronto : Canadian Association of Research Libraries.

Canadian Labour Congress. Backgrounder. 2004. http://www.clc-ctc.ca/web/pdf/ BACKGROUNDER.pdf. Accessed 2 Oct. 2004.

Chmielewski, V. (2002) Library Workforce Planning: The Northern Territory Approach *Australasian Public Libraries and Information Services, 15(4), 166-9.*

Cultural Human Resource Council. (2002). *Face of the Future: A Study of Human Resource Issues in Canada's Cultural Sector*. Ottawa: CHRC.

Curran, W. M. (2003). Succession: The Next Ones at Bat. *College and Research Libraries,* 64, 134-40.

Curry, A. (2000). Canadian LIS education: trends and issues. *Education for Information*, 18(4), 325-327.

Davidson-Arnott, F. (2003). Library technician education at Seneca College. *Library Mosaics*, 14(3), 10-11.

Durand, M. (2004). Average Annual Growth Rate of 5% for culture occupations in the culture sector, 1991 to 2002. *Focus on Culture,* 14, 1-8.

Durand, M. and Daschko, M.W. (2001). *Elementary and Secondary Schools: The Role, Challenges and Financial Conditions of School and School Library Resources in Canada*. Report. Ottawa, On: Culture, Tourism and the Centre for Education Statistics, Statistics Canada. <http://www.collectionscanada.ca/9/14/index-e.html#b4>.

Finnie, R. (2002) *Early labour market outcomes of recent Canadian university graduates by discipline: a longitudinal, cross-cohort analysis*. Ottawa: Statistics Canada, Research Paper No 164

Goulding, A., Bromham, B., Hannabuss, S., and D. Cramer. (1999). Supply and demand: the workforce needs of library and information services and personal qualities of new professionals. *Journal of Librarianship and Information Science*. 31.4, 212-223.

Gower, D. (1997). Measuring the age of retirement. *Perspectives on Labour and Income, 11-17.*

Handy, F. & Katz, E. (1998). *"The Wage Differential between Nonprofit Institutions and Corporates: Getting More by Paying Less." Journal of Comparative Economics*. 26, 246-261.

Harris, R. M. & Marshall, V. (1998). Reorganizing Canadian libraries: a giant step back from the front. *Library Trends,* 46, 564-81.

Harris, R. and Wilkinson, M.A. (2001). (Re)positioning librarians: how young people view the information sector. *Journal of Education for Library and Information Science* 42.4, 289-307.

Haycock, K. (2003). *The crisis in Canada's school libraries : the case for reform and re-investment: a report for the Association of Canadian Publishers*. Toronto, ON : Association of Canadian Publishers. <http://www.peopleforeducation.com/ librarycoalitio/report03.pdf>

Haycock, K. & Oh, M. (1999). Trends and issues in library and information services in Canada, 1998. *The Bowker Annual of Library and Book Trade Almanac, 1999.* 44th ed. New York: Bowker.

Higgins, C. and Duxbury, L. (2002) T*he 2001 National Work–Life Conflict Study: Report One,* Ottawa: Health Canada.

Hoffert, P. (1998). *The bagel effect : a compass to navigate our wired world*. Toronto; New York: McGraw-Hill Ryerson.

Howarth, L. (1998). The role of the paraprofessional in technical services in libraries. *Library Trends,* 46, 526-539.

Howland, J. (1999). Beyond recruitment: retention and promotion strategies to ensure diversity and success. *Library Administration and Management,* 13.1, 4-14.

Hughes, K. (2000) *Women and corporate directorships in Canada: trends and issues, Canadian Policy Research Network, discussion paper, No. CPRN/01*, Ottawa : CPRN.

Human Resources Development Canada. (2002) *Knowledge matters: skills and learning for Canadians.* <http://www.hrdc-drhc.gc.ca/sp-ps/sl-ca/doc/knowledge.pdf>

Human Resources Development Canada. (2002) *Challenges of an ageing workforce: an overview of the issue.* Ottawa: Human Resources Development Canada. <http://labour.hrdc-drhc.gc.ca/worklife/pdf/overview-aging-workforce-challenges-en.pdf>

Johnson, P. (1996). Managing changing roles: professional and paraprofessional staff in libraries. *Journal of Library Administration,* 22.2/3, 79-99.

Kalin, S.W. (2003). The future is not just for librarians, it's for staff too: who will they be, and where will we find them? <http://www.ala.org/Content/NavigationMenu/ACRL/ Events_and_Conferences/kalin.pdf>.

Lamontagne, F. (2001) Demographic profile of the natural resources sector, *Making Skills A National Priority*. Ottawa: Canadian Labour and Business Centre.

Leckie, G. & Brett, J. (1997). Job satisfaction of Canadian university librarians: a national survey. *College and Research Libraries,* 58, 31-47.

Lowe, G. (2000) *The quality of work: a people-centred agenda*, Don Mills: Oxford University Press.

Martin, Stana (1998) Information technology, employment and the information sector: trends in information employment 1970 – 1995. *Journal of the American Society for Information Science,* 49: 1053-69.

Maxwell, J and Saunders, R. (2003). *Women's and men's quality of work in the new Canadian economy.* Presentation, Canadian Policy Research Network. <http://www.cprn.org/documents/23472_en.pdf>.

McMullen, K. & Schellenberg, G. (2003). *Job Quality in non-profit organizations*. Ottawa: Canadian Policy Research Networks.

McMullin, J. A. and Martin Cooke (August 2004) *Labour force ageing and skill shortages in Canada and Ontario*, CPRN, Research Report W/24.

Millard, D. (2003). Why do we stay? survey of long-term academic librarians in Canada." *Portal: Libraries & the Academy,* 3, 99-112.

Montgomery, D.L. (2002). "Happily Ever After: Plateauing as a Means for Long-Term Career Satisfaction." *Library Trends,* 50, 702-17.

Morissette, R. and Miguel Rosa, J. (2003). New practices of work and rate of resignations: methodological problems and empirical data for Canada. Ottawa: Canada Statistics, Division of the Analysis of the Companies and the Labour Market.

Nault, F. (2004). *Summary public school indicators for the provinces and territories,*

1996-1997 to 2002-2003. Statistics Canada, Culture, Tourism and the Centre for Education Statistics Division. Ottawa: Statistics Canada.

Nilsen, K. and McKechnie, L.E.F. (2002). Behind closed doors: an exploratory study of the perceptions of librarians and the hidden intellectual work of collection development in Canadian public libraries, The Library Quarterly, 72(3), 294-325.

Oberg, L., Mentges, M.E., and McDermott, P.N. (1992). The role, status, and working conditions of paraprofessionals: a national survey of academic libraries. College and Research Libraries, 53, 215-238.

People for Education (2002) *Fifth Annual Report on Ontario Elementary School Libraries*. <http://www.peopleforeducation.com/librarycoalition/Report03.pdf>

Picot, G., Heisz, A. and Nakamura, A. (2001). *Job tenure, worker mobility, and the youth labour market during the 1990s.* Ottawa: Statistics Canada, Business and Labour Market Analysis Division.

Prins, H. and Gier, W. de. (1992). Image, status and reputation of librarianship and information work: survey conducted by the IFLA Round Table for the Management of Library Associations; prepared for the 1991 IFLA Conference. *IFLA Journal*, 18(2), 108-118.

Ramangalahy, C., Villalonga, L. & Durocher, F. (2003, November). *Le Besoin de relève: résultats d'un projet pilote mené dans des bibliothèques universitaires et publiques*. Presented at the 30th Annual ASTED Conference, Gatineau, Quebec.

Robertson, G. (2000). Just what is a library technician? A look at current library technician training in Canada. *Feliciter 46(6), 298-301.*

Rogers, M. (2003). Tackling recruitment. Library Journal, 128(2), 40-43.

Rose-Ackerman, S. (1996). Altruism, Nonprofits, and Economic Theory. *Journal of Economic Literature,* 34, 701-28.

Saunders, R. (2004). *Passion and commitment under stress: human resource issues in Canada's non-profit sector: a synthesis report*. Ottawa: Canadian Policy Research.

Savard, R. & Laplante, A. (2001). Étude sur les perspectives d'emploi à court terme en biblioéconomie: risqué de penurie de bibliothécaires au Québec. *Argus*, 30, 25-33.

Schrader, A.M. *University of Alberta School of Library and Information Studies Employment Survey, 2000*. Jan. 2002. <http://www.slis.ualberta.ca/report00.htm>

Schellenberg, G., and Cynthia Silver (2004) You can't always get what you want: retirement preferences and experiences. *Canadian Social Trends*.

Schrader, A.M. and Brundin, M.R. (2002). *National core library statistics program: statistical report 1999: cultural and economic impact of libraries on Canada*. Ottawa, Ontario: National Library of Canada. <http://www.collectionscanada.ca /obj/r3/f2/02-e.pdf>.

Schwartz, C. ed. (1997). Restructuring academic libraries: organizational development in the wake of technological change. Chicago: Association of Research Libraries.

Statistics Canada. (2000). *Canadian Culture in Perspective: A Statistical Overview*. Ottawa: Statistics Canada.

Statistics Canada (1999a) *1996 Census Dictionary, Final Edition*. Ottawa: Statistics Canada.

Statistics Canada. (2002). Fact sheet on retirement. *Perspectives On Labour And Income* 14, 2.

Sorensen, M. (2002) *The 'Class of 2000' two years after graduating: results from the 2002 Alberta universities and university colleges' graduate employment survey*. Edmonton: Alberta Learning. <http://www.advancededucation.gov.ab.ca/college /StudyHighlights.pdf>.

Statistics Canada. (2003). Key labour and income facts: selected charts and analysis. Perspectives on Labour and Income. 15, 4.

Summerfield, M. (2002). CLA's human resources and succession planning survey: analysis and recommendations" *Feliciter,* 48.4, 188-89.

Usherwood, B., Proctor, R., Bower, G., Stevens, T. & Coe, C. (2001). Recruit, retain and lead : the public library workforce study. Great Britain ReSource: The Council for Museums, Archives and Libraries. 2001.

Weiler, D. (2000). Libraries face 'skills gap': 48% of librarians could retire by 2005. *Quill & Quire,* 66, 10-11.

Wilder, S.A. (2003). *Demographic change in academic librarianship*. Washington, D.C.: Association of Research Libraries.

Wilder, S.A. (1999). *The age demographics of academic librarians: a profession apart*. New York: Haworth Press.

Wu, Shau-chun (2003). Discussing the librarian and libraries' image problem by analyzing the content of mass media. *Journal of Educational Media and Library Sciences,* 40(4), 549-65.

Young, P., Powell, R. R., & Young, A.P. (2002). University library directors in the Association of Research Libraries: the next generation, part two. *College and Research Libraries*, 63, 73-90.