

## Workforce development working group.

The Future of Libraries in Aotearoa | New Zealand.

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# INTRODUCTION

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Over recent years there has been much research on the workforce development needs of the profession. Key publications include the MROQ Needs Analysis (Cossham & IMS Governance Group, 2014), The Future Skills LIANZA Working Group (LIANZA Future Skills: Strengthening the profession strategy report, February 2014), and the LIANZA Careers Survey report by Lynley Stone (Stone, 2012). The 2015 LIANZA Future of Libraries Summit identified the need to move on to the next phase, developing a framework for collaboration on workforce development issues.

As a result of the summit, in early 2016 LIANZA and Te Rōpū Whakahau put together a working group to tackle this area, with the goal of ultimately arriving at a collaborative approach to workforce development for the sector, including both a strategic and operational plan. The first step identified by the working group – was to map current activity and identify gaps in delivery. The goal of this report is to articulate the current state of workforce development, and seek feedback from the sector around our thinking and proposed direction.

The framework developed by this group will support the development of a coordinated workforce development strategy across the sector.

Challenges identified for the profession through the summit included the greying of the workforce, the need for our workforce to reflect the communities we service, the challenges of providing flexible working arrangements and remuneration packages that are competitive, and the lack of senior promotion opportunities. As a result the group have focused on the following areas:

- Creating inclusive workplaces
- Attracting younger people
- Increasing participation in training
- Supporting flexible working arrangements
- Understanding our current workforce
- Remuneration
- Lack of senior management training and roles

For the purpose of this report we have used the following definition of workforce development:

*Workforce development is the coordination of policies and programs that provide individuals with the opportunity for sustainable employment and a rewarding career in New Zealand libraries, while supporting libraries to achieve their overall strategic objectives. It includes people employed at any level in all types of libraries, including school, public, academic, and special libraries. Workforce development activities include initial recruitment, retention of staff, and the delivery of entry-level professional education, ongoing professional development, and specialist qualifications at any level.*

This committee is supported by Te Rōpū Whakahau and LIANZA on behalf of the Library and information sector. The members of the working group are:

Donald Gregory	(Te Rōpū Whakahau)
Brenda Chawner	(Victoria University of Wellington)
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## PROPOSED ACTIONS

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We are keen to gather your thoughts on what we can do to meet the challenges facing us in this area; in the places we work, as professional associations and as individuals. Our working group has identified the following potential actions to take us forward – however, we would like your perspective on whether these have the right focus and approach. Are we prioritizing appropriately? Who should be taking the lead in each area?

In order to assemble your responses in each area we've used Survey Monkey to create a repository on your thoughts relating to each section of this report. You can access the survey here:

<https://www.surveymonkey.com/r/libraryworkforce>

### *Short term actions (Present to 18 months)*

- Update careers information held on LIANZA website and work with careers.govt.nz to improve their discussion of library roles
- Collaborate to reach out to high schools through career fairs and other mechanisms to attract more individuals directly into the profession
- Clarify LIS Education pathways
- Implement a nationwide mentoring programme for those in senior roles

### *Medium term actions (18 months to five years)*

- Align education and training opportunities with skills gaps identified by library and information recruiters
- Develop an Education and Training SIG for LIANZA
- Identify and remove barriers to individuals considering LIS training
- Create a shared database of library in-house training courses that could be taken up by other libraries
- Share the development costs of required courses
- Assist associations to work more closely together to close training gaps
- Undertake research into current career paths for those holding Library and Information qualifications, gaining an understanding of likely future roles
- Develop a job swap or equivalent program that ensures that New Zealanders have the skills needed to take on senior roles
- Support the development of training programs and institutional policies to underpin inclusive workplaces

### *Long term actions (Five years plus)*

- Enable effective advocacy to increase sector remuneration
- Address geographical isolation, and support librarians from smaller libraries to increase their skillset
- Identify knowledge gaps that may impede librarians from moving between sectors and develop training initiatives to fill these

# 1 INCLUSIVE WORKPLACES

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This section on inclusive workplaces considers the role of workplaces and organisational culture in workforce development. It seeks to define the essential elements of inclusive workplaces and identify some ways the sector, organisations and individuals could benefit from creating more inclusive workplaces.

## **What are they and why are they important?**

Inclusive workplaces are the result of intentional and planned promotion of values and priorities that are focused on broadening organisational diversity and delivering people focused working environments. Inclusive workplaces are great places to work, contribute to increased job satisfaction and are an essential part of implementing the national capability improvement strategy advocated in “Valuing our libraries” (LIANZA, 2014b). Creating organisational cultures that actively addresses issues of inclusiveness could be the key to attracting and retaining a more socially and culturally diverse workforce.

Creating such workplaces, addresses two issues; the call for staff and teams in libraries to reflect the diversity of the nation and for workplace practices to deliver work options that promote staff wellness and enable staff to meet their familial, social and cultural obligations. Both reflect a desire to create positive respectful relationships and healthy work environments where people feel safe and are encouraged to explore, share and learn about other cultures and communities.

## **Why should the sector take a collective approach to this issue?**

Innovating and initiating change in this area can be challenging and working collectively would enable more organisations to institute and sustain inclusive workplace initiatives. Equally, though there is no current best practice, there are a number of big challenges in this area where a sector wide collaboration could deliver effective solutions.

Creating stronger bicultural workplaces remains a key first step to answering the call to diversify the workforce. A LIANZA biculturalism survey (LIANZA, 2014a) showed only 33% of members felt that we are a bicultural industry. This is an indication more should be done to address biculturalism in New Zealand libraries. This is matched by a consistent call, reflected in a number of key surveys of Māori opinion regarding library services, such as Te Ara Tika, to raise the need to increase the number of Māori staff (MacDonald, 1993; Auckland City Libraries, 1995; Szekely, 1997; Auckland City Libraries, 2001; Peters, 2006). The data reinforces this – with Maori and Pasifika populations underrepresented in our workforce.

The Library and Information profession recruits primarily through job advertisements with roles sourced via an organisation’s own website, the NZ-libs listserv, the LIANZA jobs site, and job sites such as TradeMe and Seek especially at management level (LIANZA Careers Survey 2012). Roles for library assistants were the only positions which deviated from this pattern, with more advertisements posted internally, on job boards, and within a local newspaper. There did not appear to be strategies in play for attracting a more diverse candidate pool and this will need to be addressed.

Making our workplaces more caring places also requires attention. In 2016, an issue of Library life focused on bullying, building on the findings of a survey of LIANZA members; “62.42% of survey participants reported that they had experienced some form of workplace bullying and 28.69% shared their experience with bullying in the comments.” Actively focusing on creating positive workplace cultures and getting this right should assist recruitment and retention practices. In turn,

this may help address the lack of staff diversity as libraries are seen a supportive places where individuals from many ethnicities, differing genders, sexualities and ages feel welcome and able to develop and thrive.

Discussion of diversity within the library workforce can also not occur without mentioning gender. At present the library workforce is 84.46% female. Reasons for this are discussed further under remuneration, however, this gender imbalance may pose challenges for men entering the profession.

Finally the diversity conversation within the profession regarding the library workforce seldom if ever mentions the LGBTQ community. This may be because inclusivity in this area is not an issue, or it may be that this is another conversation the sector needs to have in order to make workplaces welcoming.

### **How can we make workplaces more inclusive?**

Creating more inclusive workplaces is a shared responsibility and something libraries, professional bodies and those who work in the profession can help change.

Mentoring and support of senior leadership to develop internal policies and programmes that support a more inclusive workplace are key. In addition training for all staff to assist them in modelling inclusive and kind workplace behaviours is also important. Promotion of the LIS career path to communities that would not traditionally consider a library or information role will also assist in tackling this issue.

### **OVER TO YOU:**

- **How can libraries create more inclusive workplaces and diversify their mix of staff?**
- **How can professional associations foster more inclusive workplaces?**
- **Organisational culture is shaped by people, what would you do to create more inclusive workplaces?**

## 2 ATTRACTING YOUNGER PEOPLE TO THE PROFESSION

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The goal of attracting younger people to the profession will be partially met through developing and supporting diverse and welcoming workplaces, however, there are other challenges within the profession that make the recruitment and retention of younger people difficult.

### **Why is this important?**

Without a strong younger workforce organisations can struggle to survive – a greying profession can mean a lack of suitable employees for important roles, and a gap in leadership as key individuals retire.

### **Why should the sector take a collective approach to this issue?**

Data from New Zealand statistics shows that in all age brackets up to age 40-44, the total number of librarians is less than for the general population. That trend starts to reverse from the 45-49 age bracket. The biggest gap i.e. where we have many more librarians in an age bracket than the general population, occurs between the ages of 55 and 64. When those librarians start retiring, we could have a real workforce challenge.

The location of a library appeared to be the biggest indicator of whether finding staff would be a challenge. Those in cities had less difficulty attracting quality applicants for their library roles, however, those in rural areas and towns were struggling to do so. Many in rural areas were unable to attract high quality individuals for entry level roles, and could not find qualified library staff for some higher level and management roles.

Attracting and retaining staff, young or otherwise, will also be difficult if we are not communicating the changing face of libraries well. Promotion of the library profession as a varied and rewarding career within high schools and universities will assist in attracting younger individuals to the profession and support library advocacy efforts. Without the ability to articulate a clear career pathway recruitment will be continue to be difficult.

### **How can we resolve this challenge?**

The sector will need to identify the opportunities for those holding a library and information skillset – and highlight the career successes of those individuals who have achieved their personal goals. Whether these goals include balancing work and parenthood, or achieving a challenging senior management role, we need to be able to demonstrate the diversity of opportunity within the profession. In addition managers need to be able to offer (through secondment or other activities) their teams the ability to move outside of the library to develop their skillsets.

### **Over to you:**

- **Should libraries be actively recruiting younger team members?**
- **How do we frame the rewards of an LIS career in a way that will attract new entrants to the job market?**
- **How can we support rural libraries to make themselves attractive employers?**

### 3 INCREASED PARTICIPATION IN TRAINING

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At present lack of resourcing in the sector can make uptake of training by staff in smaller libraries or where teams are stretched incredibly difficult. There is also a reluctance on the part of some staff to participate in training that occurs outside of regular working hours, and for those with family commitments. Even when the desire to participate is there, logistics may render this impossible.

#### **Why is this important?**

Thomas Frey has predicted that 2 billion jobs will disappear by 2030, due to increased automation and use of technology. Ensuring that library and information staff continue to upskill will be critical in ensuring ongoing and stable employment, and in ensuring that libraries continue to deliver services that are relevant to their communities.

#### **Why should the sector take a collective approach to this issue?**

As a sector we are already seeing an impact on the library and information workforce due to changes in technology and in community makeup. The traditional library skillset is being challenged as the demand for IT, education, and events / marketing skills grow in certain roles. Public Library Management has recently focused on Customer Services however the evolution of the library as a public space for social inclusion, supporting the development of new skills in the transitionally unemployed and digitally conservative, is crucial for the survival of Public Libraries.

A lack of active engagement in continual professional development can also signal a lack of active engagement in other areas of professional life. Where staff are not engaged in professional development and in upskilling the issue may not be a training issue – it may in fact be an issue of staff engagement.

Finally resourcing may be an issue. For libraries already facing significant funding shortfalls, providing robust and regular training may just become too difficult. With that in mind increased collaboration in this area to maximize use of resources may become a necessity and not a luxury.

#### **How can we resolve this challenge?**

If staff engagement is the real issue then resolving workplace culture will assist in this. In addition changes to recruitment practices including assessing commitment to life-long learning as part of the interview criteria will also help.

Once staff have been engaged there is a need to work on continued and increased engagement by providing opportunities for professional development and lifelong learning. This sort of development must be developed in partnership with staff building transferable skills for future work, whether within or without the profession. MOOCs and Podcasts can be used to develop understanding where in house training is not available. Staff who have an opportunity to attend external courses could then on train their colleagues in appropriate forums (Staff Meetings, One on One).

#### **Over to you:**

- **Is staff engagement an issue beyond training?**
- **Is there a discrepancy between what employees perceive as the training gap, and what employers perceive as the training gap?**



## 4 LACK OF FLEXIBLE WORKING ARRANGEMENTS

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Many New Zealand employers have adopted flexible working arrangements as a way to retain skilled staff and raise morale (Ministry of Business, Innovation and Employment, 2017). Some of the most common types of arrangements are:

- Reduced or increased hours
- Flexible hours i.e. employees are given a range of hours to work within, but choose the actual hours they work
- Job sharing
- Working remotely

### **Flexible working in the library sector**

There is a lack of comprehensive information on the use of flexible working arrangements in the New Zealand library sector. The following observations are mostly based on anecdotal feedback and the individual experience of Workforce Development Working Group members.

#### **1. Part-time positions**

Figures from the 2013 Census indicate that a relatively high percentage of library staff work part-time when compared to other occupations. For example, just over 20 % of library staff worked 20 to 29 hours a week, compared with 10 % in other occupations.

However, anecdotal evidence suggests that the great majority of part-time library roles are for unqualified staff such as shelvers and library assistants. There appears to be a dearth of part-time opportunities for qualified librarians who wish to combine part-time employment with caring for family or other responsibilities.

A secondary issue is whether the relatively high number of part-time library roles could eventually result in workforce casualisation. Increased job casualisation is a global phenomenon and has been linked to the rise of part-time jobs (Eaqub, 2016). While casual work can result in increased flexibility for employees, it provides less certainty of hours and income.

#### **2. Flexible hours and places of work**

Libraries are a service industry, and many library staff are required to work set hours in a set place (usually the library building). This is likely to restrict their ability to negotiate flexible hours and the ability to work remotely. In the 2013 Census, only 1 % of library staff stated that they worked from home that day, compared with 9 % in other occupations.

Arguably, there should be more potential for library staff to negotiate flexible hours and the ability to work remotely. With digital resources such as eBooks and databases available online and around the clock, many customers choose to access library resources away from the physical library building and outside opening hours. This should result in less staff being required to work on-site for a traditional “8 to 5” working day; however, this does not appear to have occurred in practice – perhaps due to a change in the nature of services offered.

In addition, much of a librarian’s work does not depend on them being present in the library. Tasks such as cataloguing, responding to reference requests (by phone or email), and website maintenance could conceivably be carried out from anywhere and at different hours of the day or evening. This could also go some way to addressing the rural skills shortage – some tasks such as cataloguing could be managed remotely.

Without more information, it is difficult to draw any firm conclusions about the use of flexible working arrangements in the library sector. This is a potential area for future research by LIANZA.

**Over to you:**

- **Do you agree that there is a lack of suitable part-time positions for qualified librarians? If so, what could be done to change this?**
- **Are you satisfied with the level of flexible working arrangements available to you in your current position? What improvements (if any) would you like to see?**
- **Do you agree that there is more potential for flexible working arrangements such as flexible hours and remote working to be offered in the library sector? Why or why not?**

## **References**

Ministry of Business, Innovation and Employment. (2017). *Types of flexible work arrangements*.

Retrieved from <https://www.business.govt.nz/hiring-and-manage/managing-people-day-to-day/flexible-working-arrangements/>

Eaqub, S. (2016). *Job casualisation a global phenomenon*. Retrieved from

<http://www.stuff.co.nz/business/opinion-analysis/79953055/Shamubeel-Eaqub-Job-casualisation-a-global-phenomenon>

## 5 UNDERSTANDING OF THE CURRENT WORKFORCE

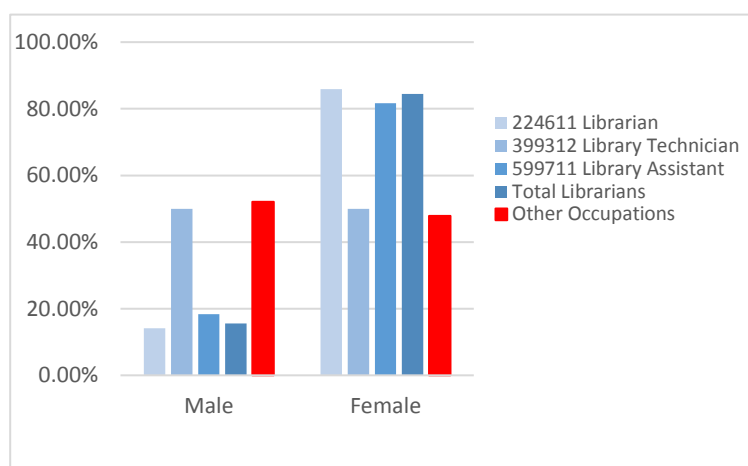
As a sector we wish to embrace diversity and reflect the communities that we serve, but how representative of the wider New Zealand population is our workforce?

The 2013 census indicated there are 6198 individuals working in the library and information profession in New Zealand. 2034 categorise themselves as a library assistant or technician, and 4164 who categorise themselves as a librarian. This represents a reduction of 465 personnel since 2006 and underlines the growing pressure being placed on librarians as they are encouraged to do more with less.

To gain an understanding of who these individuals were we purchased the demographic data for all individuals who indicated that they worked in a library related position in the 2013 census and compared the demographic breakdown to the New Zealand workforce as a whole.

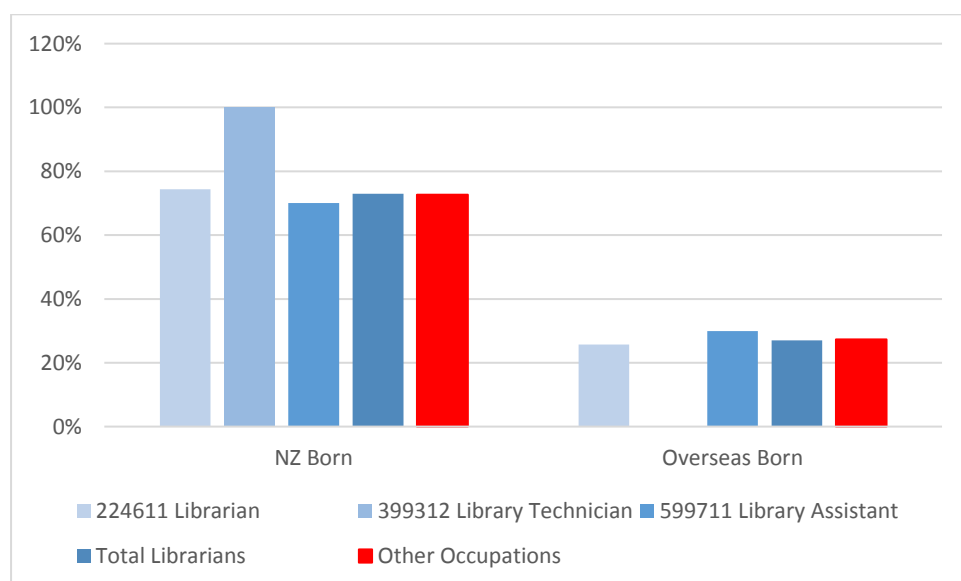
### Gender

The gender imbalance in the profession is clearly visible in most workplaces, but the data clearly shows that the profession is 84.46% female compared to 48% in the wider workforce. According to the Women at Work Report (2015) other female dominated professions include nursing (92.4% women), personal care (86.9%) and numerical clerks (80.5%).



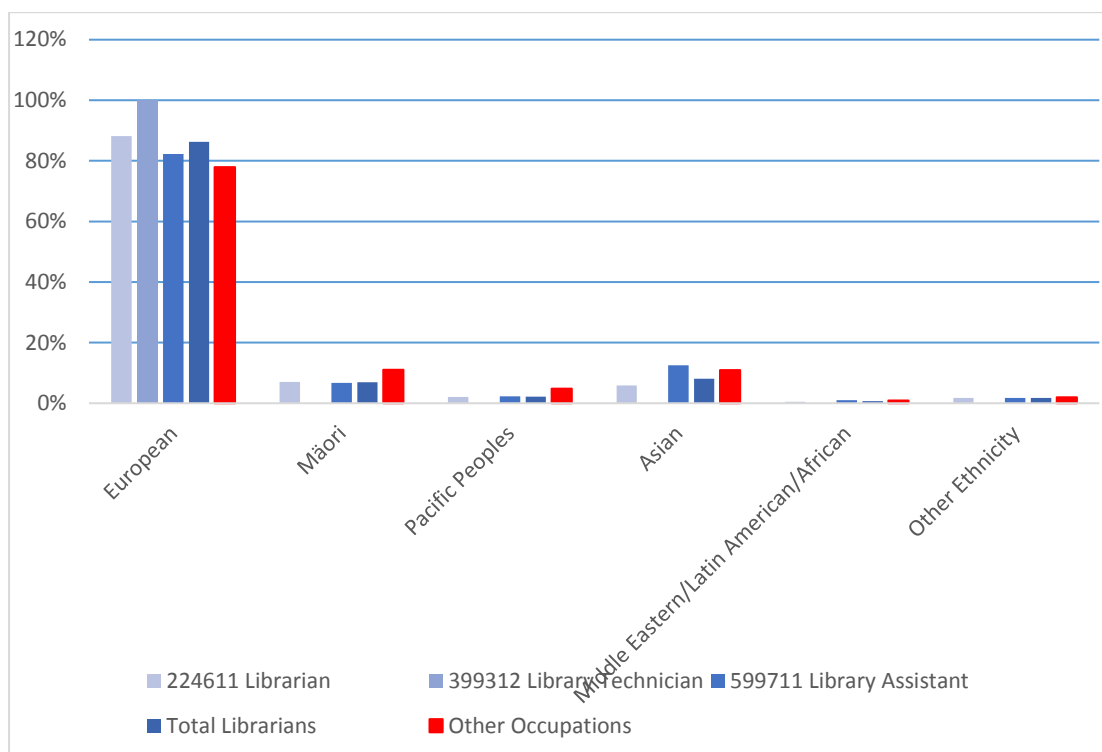
### Nationality

There was no significant difference between librarians and the general population when we looked at those NZ born against those born overseas.



## Race

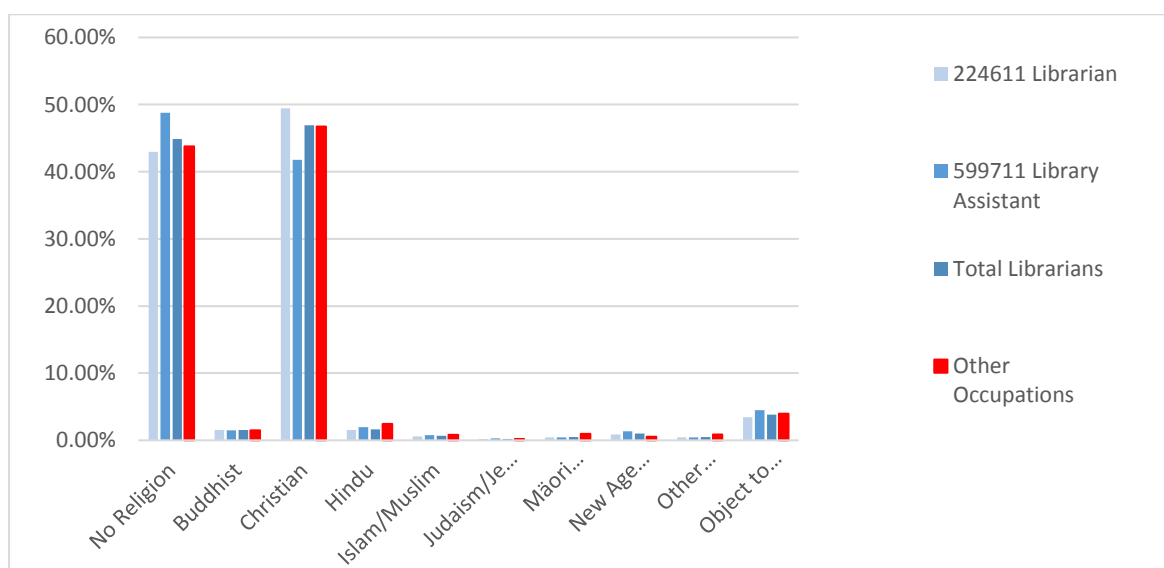
The race make-up of the profession shows 88% of librarians, 100% of library technicians, and 82% of library assistants declaring themselves European, as opposed to only 78% of all other occupations. As a profession we need to recruit 427 additional Maori staff and 160 additional Pasifika staff to become representative of our communities.



Projections from the Statistics New Zealand website forecast that between 2013 and 2038, the number of people who identify as Maori, Asian and Pacific Islander are expected to increase. The biggest forecast increase is in the Asian population – from 12% in 2013 to 21% in 2038. Meanwhile the percentage identifying as European is forecast to decrease from 75% to 66%. This has further implications for workforce diversity.

## Religions

Religions held by librarians mirrored those of the wider population.

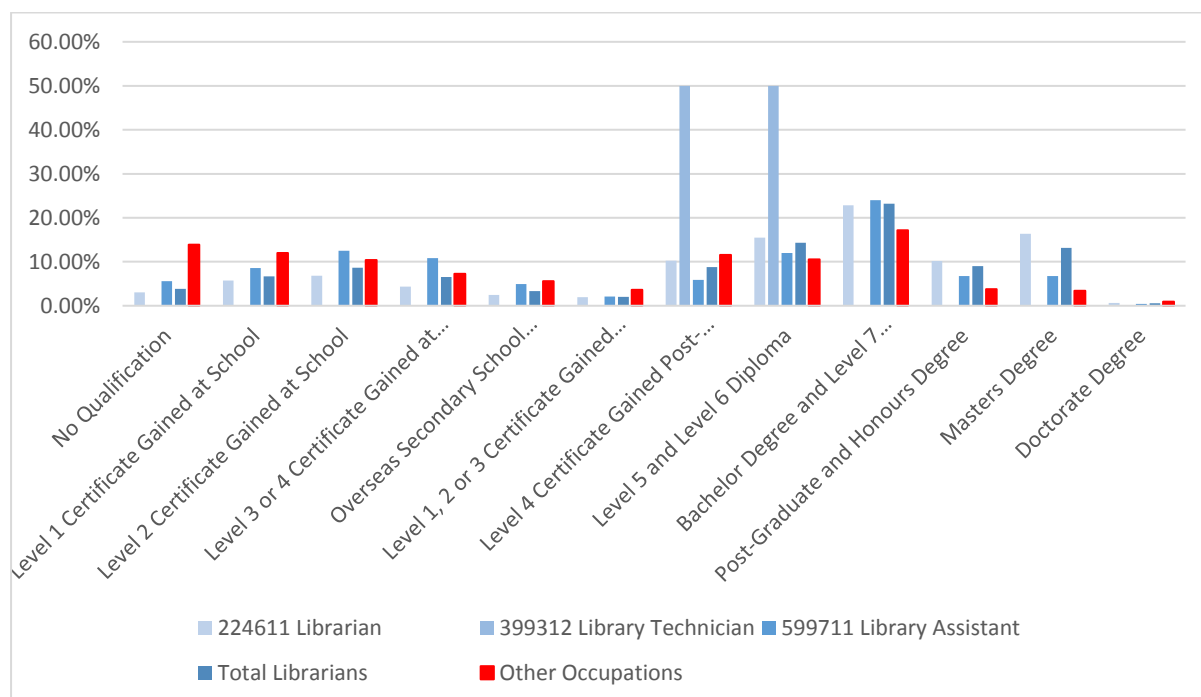


## Qualifications

According to the LIANZA Careers Survey Report (2012) 40% of the profession held a job or had a career in another industry before transitioning to the library sector. Despite this the majority of library and information professionals hold some sort of LIS qualification with the majority of these having been gained in New Zealand.

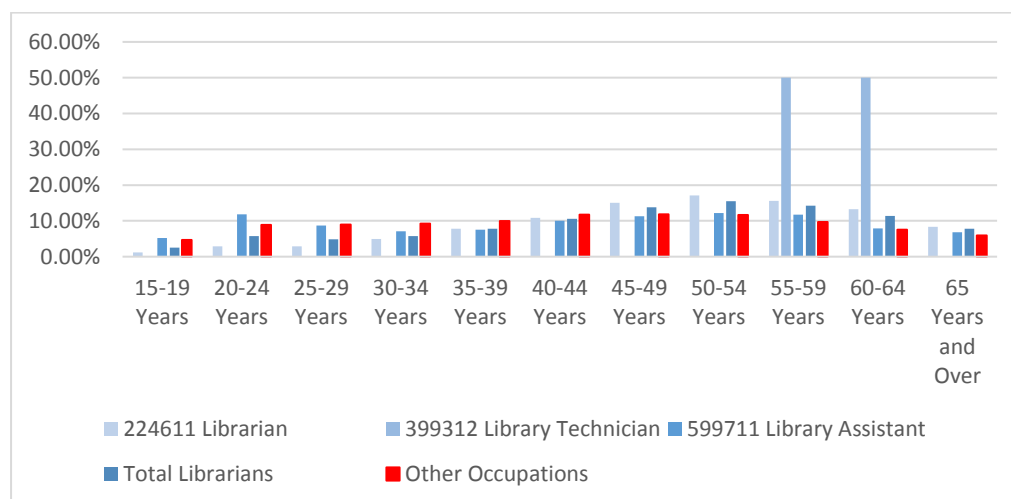
75% of tertiary libraries require a library qualification, however, only 60% of public library roles have such a requirement, and only 27% of school library roles. Tertiary and special libraries were also likely to require a non-LIS qualification for certain roles.

Anecdotally as a profession we believe that we are incredibly well qualified, and the data from NZ Statistics reinforces this idea. Librarians were far less likely to have no qualification than the general workforce, and held a greater number of BA and Masters qualifications than those in other occupations.



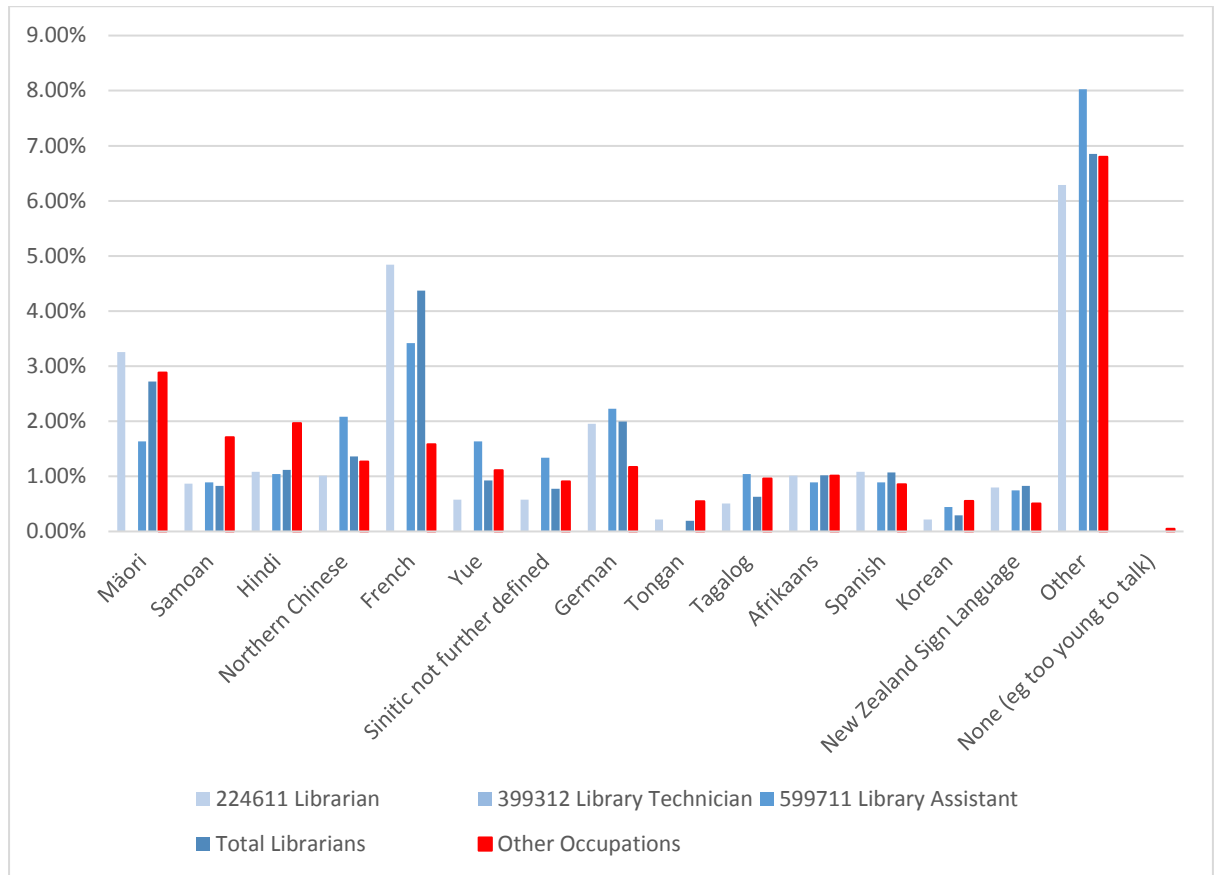
## Age

While greying of the profession is a challenge, the general trend in the library profession mirrors the greying of New Zealand society in general.



## Languages

100% of librarians speak English compared to 99% of the general workforce, so we removed this from the graph to provide clarity around other languages spoken. The language results provided an interesting insight, with work needed in the Pacific languages and Hindi, but with Reo speakers, French speakers, and those of other languages outnumbering the general workforce.



## 6 REMUNERATION

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Pay will inevitably be one of the factors weighed up by librarians and potential librarians when deciding whether to enter or stay in the sector. The most common questions fielded by the LIANZA office relate to pay, with two queries per week (on average) regarding remuneration .

### **The cost of being a librarian**

In 2014, LIANZA launched a pay survey in collaboration with remuneration analysts Strategic Pay, to enable librarians to compare their pay with employees holding similar levels of responsibility in a) local government and b) the general job market. A similar survey was run in 2016.

The results of both surveys clearly illustrate that many librarians earn significantly less than employees with similar levels of responsibility in local government and the general job market. This gap increases as librarians progress up the career ladder.

The high level findings from the 2014 survey included:

- For entry-level library assistants, salaries were on average 8% short of the general market, and didn't meet an hourly rate required to provide a living wage.
- Qualified assistant librarians did make the living wage but were still 8 % short of general market salaries.
- Experienced mid-level librarians had less than 5 % variation against general market salaries, but starting salaries were likely to be significantly lower than the general market.
- On average, senior managers received 16 % less than the general market.
- Remuneration varied depending on which sector was examined. This was particularly evident in the school sector, where library staff are typically graded as associate support staff whose entry to mid-grade salary levels are below that required for a living wage.

In addition we know that school librarians, paid on a support staff payscale, also make less than the living wage (and for some less than minimum wage when unpaid school holidays are included and their salary calculated over a full year).

The following data from the 2016 survey compares the average total remuneration for each "tier" or generic role in the library sector with similar positions in local government and the general job market.

<b>Role</b>	<b>Average total remuneration (ATR)</b>	<b>ATR for comparable local government position</b>	<b>ATR for comparable general market position</b>
Library Assistant	36,124	37,143	37,226
Assistant Librarian	44,230	44,646	46,934
Mid-level Librarian	54,979	56,114	58,387
Specialist	64,521	71,534	75,731
Team Leader	64,521	71,534	75,731
Senior Management	82,341	91,820	97,312

These figures can be converted into percentages to show the gap between the average salary paid to library staff in each tier compared with similar positions elsewhere:

Role	Average total remuneration (ATR)	ATR compared with local government	ATR compared with general market
Library Assistant	36,124	3% less	3% less
Assistant Librarian	44,230	1% less	6% less
Mid-level Librarian	54,979	2% less	6% less
Specialist	64,521	10% less	15% less
Team Leader	64,521	10% less	15% less
Senior Management	82,341	10% less	15% less

Information from the 2013 Census provided by the Department of Statistics to LIANZA provides further evidence of the significant pay gap between librarians and other occupations:

- About 43 % of librarians earn \$40,001 or more a year, compared with 53 % in other occupations.
- Only 9 % of librarians earn \$70,001 or more a year, compared with 20 % in other occupations.
- The three most common brackets for librarians are:
  - \$40,001-\$50,000 (15 %);
  - \$50,001-\$60,000 (12 %); and
  - \$20,001-\$25,000 (9 %).
- In comparison, the three most common brackets for other occupations are:
  - \$40,001-\$50,000 (14 %);
  - \$70,001-\$100,000 (12 %); and
  - \$50,001-\$60,000 (11 %).

### Is there a gender pay gap in libraries?

In recent times the issue of a gender pay gap has gained widespread publicity in New Zealand. This followed a 2013 Employment Court decision, in which rest home worker Kristine Bartlett successfully argued that her hourly wage was less than would be paid to men with the same, or substantially, similar skills (Cowlshaw, 2014).

The gender pay gap in New Zealand is reportedly the worst it's been in almost a decade, with the median wage for men being almost \$8,000 more than it is for women (Wade, 2016).

Data from the 2016 LIANZA/Strategic Pay survey shows that while male employees at most levels of responsibility in the sector actually earn slightly less than their female counterparts, this trend is reversed once they reach senior management:

Role	Male median total remuneration	Female median total remuneration	Male remuneration as % of female
Library Assistant	34,106	35,794	95%
Assistant Librarian	43,731	44,238	99%
Mid-level Librarian	52,237	53,323	98%
Specialist/Team Leader	65,644	66,945	98%
Senior Manager	85,284	81,769	104%



### **Pay parity in public libraries**

A further pay-related issue identified by the Working Group concerns pay parity in public libraries. It has been observed that public library staff who are strongly driven by social or community motives are reluctant to fight for increased pay when it may be justified. When such staff leave their positions, job applicants may expect to be paid significantly more than the recruiting organisation is anticipating, and this creates tension. This is possibly an issue in other library sectors too.

#### **Over to you:**

- **How much does pay matter to you?**
- **Are you happy with your pay in your current role? Do you think librarians in general are fairly paid?**
- **Do you think the library sector is losing people or failing to attract new recruits because of issues surrounding pay?**
- **Should LIANZA be doing more to advocate for higher rates of pay in the library sector? What form/s would such advocacy take?**
- **Does the gender pay gap in library senior management roles concern you? How do you think it could be addressed?**

#### **References:**

Cowlshaw, S. (2014). *Win for equal pay campaign*. Retrieved from <http://www.stuff.co.nz/business/better-business/10669547/Win-for-equal-pay-campaign>

Wade, A. (2016). *Do you get paid fairly? Pay gap worst it's been in almost 10 years*. Retrieved from [http://www.nzherald.co.nz/business/news/article.cfm?c\\_id=3&objectid=11573349](http://www.nzherald.co.nz/business/news/article.cfm?c_id=3&objectid=11573349)

## 7 LACK OF SENIOR MANAGEMENT TRAINING AND OPPORTUNITIES

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As a profession we have a limited number of large scale management roles within the country, which means that the pool of individuals to draw from for senior roles is also limited. This can result in key positions being filled by overseas candidates or, more concerningly, by non-librarians.

The role of library manager is also seen as the ultimate career goal by many, with very few librarians transitioning to general management within their organisations from a library manager position. This in turn limits the career opportunities for their subordinates.

It will be challenging to improve recruitment and retention rates of top candidates while we are unable to provide clear pathways with promotion opportunities for new entrants to the profession.

### **Current status of senior positions**

Currently the role of National Librarian, and four of the eight university librarian roles are held by individuals with significant overseas experience.

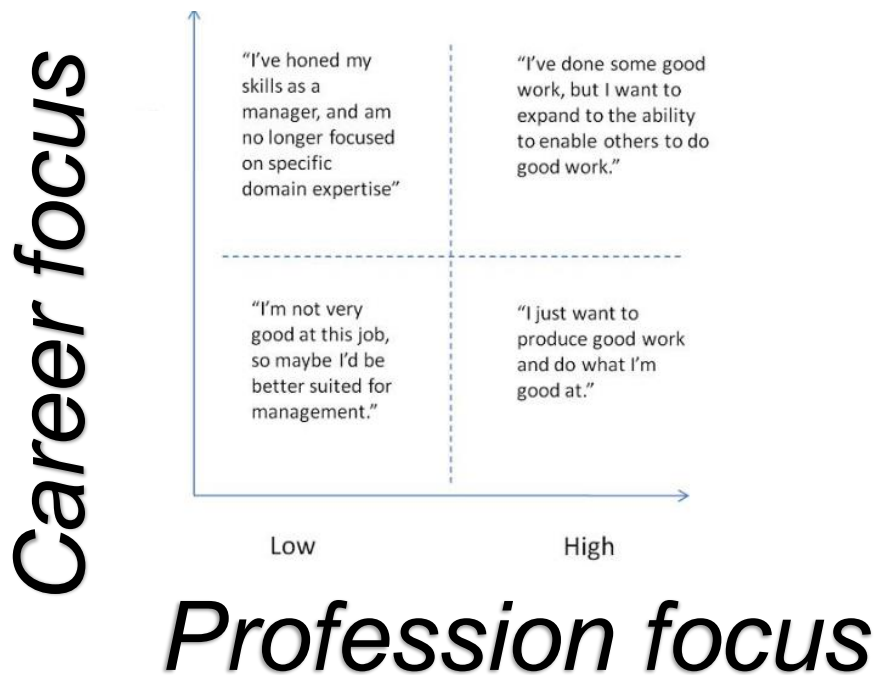
A quick scan of senior public library roles shows that the majority of library managers have been in their position for ten or more years, or have recently succeeded to someone who had been longstanding as a direct report to that position. This is the case in 5 of the 6 largest library systems in the country.

There is no sector level approach to retention nor developing career paths for highly skilled librarians between libraries. Key retention initiatives (if any) are happening at the organisational level and we have no visibility of these at present.

Staff whose community centred ambitions are inclusive of, but bigger than, libraries may be lost to the profession quite early on due to limited opportunities for advancement. There are two primary reasons for this; vertical segregation in the libraries parent organization, and the length of time senior positions are filled. There is often little opportunity to experience senior management roles even if management qualifications are completed, such as via the MLIS or the NZ Institute of Management.

### **Is there a limit to professional ambition?**

Individuals who enter librarianship are passionate about the role of librarian and the work of libraries. For many there is not the interest in moving from a profession focused role to the wider role of general management. Until we create these career pathways and inspire librarians to enter quadrant four (high profession and high career focus), we potentially limit the opportunities of New Zealand librarians and reduce our opportunities for advocacy.



Adapted from <https://www.linkedin.com/pulse/individual-contributors-people-managers-real-forgotten-tripathi-anuj>

#### Questions for the sector:

- Do you see a lack of promotion opportunities for you in your role?
- Do you believe that those in management positions are not interested in roles in wider organization management or is it that they need support developing the skills to make the jump?
- Would you be interested in senior roles if a career pathway was provided for you?

#### References:

Tripathi, A. (2016). *Individual contributor or People Manager: Real Forgotten Leaders*. Retrieved from [http://www.nzherald.co.nz/business/news/article.cfm?c\\_id=3&objectid=11573349](http://www.nzherald.co.nz/business/news/article.cfm?c_id=3&objectid=11573349)

## 8 BARRIERS TO COLLABORATION

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Some of the suggestions made in this document regarding possible solutions and research priorities are blue-sky thinking.

We note the following barriers to collaboration within the library and information environment:

- Available time – the Library and Information Profession in New Zealand is small, and those with specialized areas of expertise are often in high demand. These individuals – for example those with knowledge of tikanga Maori, those with technology skills, or those involved in academia – are already stretched thin and giving significant support to the sector. It may not be possible to engage these individuals in additional cross-sectoral collaborations.
- Funding – as a sector funding is declining with a slowly reducing workforce population and declining or static library budgets. If the workforce development strategy requires significant financial investment there may be no possibility of sustainable delivery.
- Differing strategic priorities – libraries sit within other larger organisations, and must work to those strategic goals. It may be difficult for libraries to invest in projects that do not meet the immediate strategic needs of their organisations.
- The current library brand, public perception of the role of libraries, and remuneration of the profession could negatively impact the potential success of any workforce development initiatives

## 9 RESEARCH

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A solid understanding of the current workforce landscape is necessary to benchmark and measure the success of sector initiatives implemented in this area.

During the preparation of this report it became clear that gaps existed in the research in the following areas:

- We know that a library career is commonly a second career – but what is the typical career path of a library and information professional?
- How are New Zealand librarians viewed overseas – are our skillsets valued?
- Are there generational differences at play within the library profession that impacts the retention and recruitment of staff?
- When library and information professionals exit the profession what are the driving factors?
- Do individual institutions have a strategic approach to succession planning and skills development?

## APPENDIX ONE

### Who is promoting librarianship as a career?

The following organisations are currently involved in promoting librarianship as a career.

#### a) LIANZA

Comprehensive information on librarianship as a career is provided on the LIANZA web site. This includes the following pages:

- Am I suited for the library and information management sector: <http://www.lianza.org.nz/profession/am-i-suited-library-and-information-management-sector>  
Provides information on the skills needed by librarians, library qualifications, branches of librarianship and the amount of contact library staff have with users.
- Starting your career: <http://www.lianza.org.nz/profession/starting-your-career>  
Provides information on building professional networks, job vacancies, volunteer opportunities, work experience in libraries, social media and professional development.
- Remuneration: <http://www.lianza.org.nz/our-work/projects/remuneration>  
Provides information on the remuneration survey run by LIANZA in conjunction with Strategic Pay and its high-level findings. Does not include specific salary data.
- Sectors: <http://www.lianza.org.nz/profession/sectors>  
Provides brief information on public, school, tertiary and special libraries.

#### b) Careers NZ

In its jobs database, Careers NZ provides information on librarian and library assistant roles. This includes what people do in these roles, the skills and knowledge required, how to enter the sector, pay and working conditions, and the chances of getting a job.

Librarian: <http://www.careers.govt.nz/jobs-database/arts-and-media/culture-heritage/librarian/>

Library Assistant: <http://www.careers.govt.nz/jobs-database/arts-and-media/culture-heritage/library-assistant/>

#### c) Victoria University

Information on Information Studies qualifications is available at <http://www.victoria.ac.nz/sim/study/postgraduate/mis>. The focus of the site is on the qualifications that the university offers, rather than promoting librarianship as a career.

Some graduate profiles are provided to give people an idea of the types of positions that Information Studies graduates fill: <http://www.victoria.ac.nz/sim/study/postgraduate/mis/profiles>.

The Information Studies programme participates in post-graduate student recruitment events that are organised by the university. In the past, staff have also attended study information days at Auckland Libraries.

Librarianship as a career is discussed in INFO 520: The Information Professions.

#### d) Open Polytechnic NZ

Information on the qualifications offered by the Open Polytechnic is available at <https://www.openpolytechnic.ac.nz/qualifications-and-courses/information-and-library-studies/>.

Student and industry stories related to these qualifications are also provided: <https://www.openpolytechnic.ac.nz/qualifications-and-courses/information-and-library-studies/>.

Information and Library Studies staff attend information days at large public libraries, represent the Open Polytechnic at the LIANZA conference, and contribute to the information published by Careers NZ. Librarianship as a career is discussed in 72170 Information Industry and in greater depth in 72370 Information Issues.

In addition various institutional websites have job pages devoted to promoting working in libraries including Victoria University Library (<https://library.victoria.ac.nz/library-v2/about-us/working-at-the-library>), Christchurch City Libraries (<http://my.christchurchcitylibraries.com/faq/employment/>).

## APPENDIX TWO

### Availability of formal training.

The current situation with formal training is an increasingly complicated and competitive environment, with Information and Communication Technologies (ICTs) enabling online learning from anywhere in the world, ranging from local education providers to Massive Open Online Courses (MOOCs) offered internationally. Developments in online learning platforms over the past 10 to 15 years have also facilitated the provision and delivery of Continuing Professional Development (CPD) by professional associations, private training providers, higher education institutions, and other relevant organisations. Whilst these changes bring challenges for the traditional education providers, they also provide much greater opportunities for the sharing of knowledge and collaboration regarding workforce development.

### FORMAL Qualifications – entry level and professional development

In New Zealand there are three education providers for library and information studies (LIS):

Victoria University of Wellington – Level 8+ (post-graduate)

Open Polytechnic of NZ – Levels 5 to 7 (undergraduate)

Te Wananga o Raukawa – Level 5 to 7 (undergraduate)

### Undergraduate qualifications landscape

The information qualifications landscape is changing with regard to Levels 5 to 7 LIS education. Qualifications in this area (including archives and records) have been reviewed as part of the New Zealand Qualifications Authority's (NZQA) Mandatory Review of Qualifications (MROQ) at levels 1-6 (i.e. up to but not including bachelor degrees at level 7).

Information and library studies along with records, archives and information management qualifications were part of this review. (<https://imsqualreview.wordpress.com/>).

Phase 1 of the review was conducted in 2014. A [Governance Group](#) was established to oversee the process and work with the lead agency to develop new qualifications. The lead agency is the Open Polytechnic, as they are currently the main provider of the qualifications (diplomas and certificates) at these levels. The Open Polytechnic bachelors degrees are not included in this review, and nor are the post-graduate qualifications provided by Victoria University of Wellington. The Governance Group determined the name of the review (Information Management and Services) and the broad areas of qualification: heritage information/archives, libraries, records/archives. They developed a [needs analysis](#) for the wider information sector, and put together three working groups which developed a suite of five qualifications, based on the identified industry needs.

After extensive industry consultation, the five qualifications were submitted to NZQA in September 2014. Phase 2 of the review was conducted in 2015. The five qualifications have been developed by the IMS Governance Group and their three working groups in consultation with industry. The five qualifications are available in draft form here: <https://imsqualreview.wordpress.com/phase-2-final-qualifications/>. Feedback from NZQA on these drafts is currently being reviewed.

Please note that the five qualifications do not describe courses; they describe graduate outcomes. These new qualifications will supersede existing diplomas and certificates at levels 5 and 6. (Transition arrangements will be put in place). When approved, the new qualifications will be national qualifications and any provider accredited with NZQA will be able to offer them.

Open Polytechnic

Currently the Open Polytechnic offers a Bachelor of Applied Science (majoring in ILS), a Bachelor of Arts (ILS), Bachelor of Arts (ILS/Communication), and a Bachelor of Arts (ILS/Humanities). Although the Bachelor of Applied Science and the Bachelor of Arts are recognized for professional registration by both LIANZA and RIMPA, these degrees do not provide a clear pathway for students or their employers.

Te Wananga O Raukawa

Te Wananga O Raukawa offer a one year diploma Heke Puna Maumahara: Diploma of Information Management in the foundations of matauranga Maori and information management, and Poutuaronga Puna Maumahara: Bachelor of Information Management expands on best practice methods for reporting, database administration, file management and storage.

### **Post-graduate qualifications landscape (Levels 8+)**

In 2012 Victoria's Master of Information Studies qualification was reviewed as part of the university's ongoing programme of academic reviews. As a result of this review, the number of required courses was increased, two new optional courses were introduced, and some optional courses were combined to remove overlapping content. The changes were intended to increase students' exposure to current industry practices, extend the coverage of information policy, place more emphasis on individual information seeking, and strengthen the electives offered in the areas of archival science and records management.

### **Research on existing and emerging workforce development needs**

Over recent years there has been much research on the workforce development needs of the profession. Key publications are listed at the end of this theme, including the MROQ Needs Analysis (Cossham & IMS Governance Group, 2014), The Future Skills LIANZA Working Group (LIANZA Future Skills: Strengthening the profession strategy report, February 2014), and the LIANZA Careers Survey report by Lynley Stone (Stone, 2012).

The 2015 LIANZA Future of Libraries Summit identified the need to move on to the next phase, developing a framework for collaboration on workforce development issues.

### **Existing models for collaboration on workforce development in this area**

#### Stakeholder Advisory groups

Both Victoria University of Wellington and the Open Polytechnic have stakeholder advisory groups, with representatives from the varied sectors in the library and information industries (including archives and records management).

#### Development of new programmes

New programmes are developed through a process of extensive industry consultation over needs analysis, qualification and graduate outcomes, and course descriptors.

#### New course content and revisions

Many LIS courses involve co-content creation between the education provider and an industry expert. Bicultural and cultural competency themes are woven throughout the courses, and cultural advisors (bicultural and Pasifika advisors), are engaged to contribute to the content for each course.

#### Practicums with industry

At Victoria University of Wellington one component of the assessment in new course *INFO 520 The Information Professions* requires all students to shadow an information professional working in a



library, archive, records centre, or museum for a day, and reflect on their experience. Students who have limited work experience in an information organisation are able to undertake a practicum involving roughly 100 hours of field experience in a library, archive, or records centre. Both of these are intended to give graduates a realistic sense of what work in a modern information services organisation involves. Students at the Open Polytechnic have the opportunity for a practicum towards the end of their degree study pathway.

#### Research in the industry context

Students have the opportunity to research a topic in-depth, frequently evaluating a service or programme offered by their workplace. (For example, 74342 *Research Paper* at the Open Polytechnic).

#### Collaborative research

Researchers from industry collaborate with LIS education lecturers on joint research projects. For example, the extensive stakeholder consultation involved through MROQ process was carried out by Amanda Cossham in collaboration with the Governance Group and Working Groups' members.

These are a few of the mechanisms for collaboration over workforce development issues. What can we do to increase information sharing and collaboration on workforce development issues?