

**Final Report for
BCLA's Professional Learning Assessment Project**

Questionnaire Findings and Analysis

Presented to

British Columbia Library Association

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EXECUTIVE SUMMARY & RECOMMENDATIONS

Background

In the Fall of 2018, the BCLA deployed a follow-up questionnaire to their 2016 professional learning assessment project. Open to all library workers within BC, this second questionnaire asked 19 open- and close-ended questions pertaining to professional learning experiences, leading issues facing contemporary libraries, and demographics. There were 204 respondents to the 2018 questionnaire, which is an approximate response rate of 18%. This survey project utilized both quantitative and qualitative data analysis making it a mixed methods, exploratory study.

Demographic highlights

The majority of respondents (75%) to this survey *did not hold a position as formal library leaders*. Those working in *public libraries* accounted for 60% of total respondents. Additionally, 63% of respondents identified themselves as *librarians* and a further 16% identified themselves as *library technicians*. The *number of years* respondents had been working in libraries was relatively consistent across year groupings with the highest proportion, 28%, having 6-10 years of library work experience. Library workers employed *full-time* accounted for 81% of respondents. The majority of respondents, 52%, reported working in the *region* of Mainland/Southwest and the next largest group, 21%, were from Vancouver Island/Coast. Almost 85% of respondents self-identified as *female*. Respondent's *age ranges* were well distributed across what is typically working age for adults in Canada with the greatest proportion, 18%, being between 41-45 years of age.

Core competencies

The construct of professional learning was structured within the questionnaire around the idea of core competencies. As with the 2016 questionnaires, these competencies were informed by the American Library Association's (ALA) Core Competencies of Librarianship.¹ Two question items hinged on this aspect—first a question was asked about competency confidence needed in their current role and second a related question asked about perceived self-confidence with the competencies. Both ranking and a five-point Likert scale (very confident, somewhat confident, neutral, somewhat unconfident, very unconfident) was used.

¹ The American Library Association's Core Competencies of Librarianship (2009). Retrieved on February 1, 2019 from: <http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

Respondents were asked to consider their current role and then rank what they perceived as the most important eight core competencies they felt they needed in order to deliver effective library service.

1. The needed competency ranked most high was *Technological knowledge and skills*.
2. Most needed competencies ranked somewhere in the middle. These included: *Leadership, administration, and management; information resources; foundations of the profession; reference and user services; and continuing education and lifelong learning*.
3. The lowest ranked needed competencies were *Organization of recorded information and knowledge* and *Research*.

When questionnaire participants were asked to rank their levels of confidence with the eight core competencies, respondents felt somewhat to very confident across all competencies. Competency was ranked as follows, starting with greatest level of self-reported confidence and ending with lowest self-perceived confidence:

1. Foundations of the profession
2. Reference and user services
3. Information resources
4. Continuing education and lifelong learning
5. Technological knowledge and skills
6. Organization of recorded information and knowledge
7. Research
8. Leadership, administration, and management

When comparing levels of confidence between needed competencies over preceived actual competencies, it is clear that the following competencies are in greatest need of professional learning intervention: *Technological knowledge and skills* and *Leadership, administration, and management*. A number of needed competencies are well-aligned with confidence levels. The competencies with moderate need of professional learning intervention include: *Foundations of the profession, Information resources, Continuing education and lifelong learning, Reference and user services, and Organization of recorded information and knowledge*. The competency in least need of professional learning intervention appears to be *Research*.

Professional learning experiences and perspectives

When asked what respondents felt were the most pressing issues in BC's libraries today and that professional learning could address, it became clear that professional learning interventions would be wise to tackle the following issues: Change in libraries; Learning IT, including metadata; being community focused; diversity, inclusion, and Indigeneity; and leadership development. As with section 2.1, research is not a pressing issue.

While list-servs continue to be leading mechanisms through which respondents become aware of professional learning opportunities, there is a fairly equitable mix of awareness avenues. Respondents seem to have figured out mechanisms which work for them. There is little consistency about respondents' preferences for ways to engage in professional learning; responses were very individual. There were repeated comments about respondents missing the Community Librarian Training Program.

When asked what 'leading from any position' meant to them, 88% of respondents provided qualitative feedback. Overwhelmingly (47%), respondents felt it meant having an informal role with leadership qualities regardless of any formal leadership position or role.

When respondents were asked the optional question of what they needed in order to feel fulfilled in their work, 89% of respondents had qualitative feedback to share. In order of greatest importance respondents outlined the following:

- Feeling a connection to patrons, communities, and making a difference
- Supportive leadership
- Teamwork, respectful, collegial workplace
- Need professional learning to feel fulfilled
- Appreciation, recognition
- Meaningful work, the big picture, a sense of purpose
- Making progress, achieving tasks and goals, successful accomplishment, having an impact
- Challenging work
- Time
- Variety of work
- Autonomy

When respondents were asked what motivated them to seek a career in libraries or library-related fields, 89% of respondents provided open-ended feedback. The greatest number of responses included:

- an enjoyment in helping others;
- appreciating being involved in libraries because there are seen as important social spaces for democracy and social justice and/or that libraries make healthy communities;
- liking the opportunities for lifelong learning and/or they enjoy finding information, being curious, and pursuing knowledge that inherently comes with library work;
- that they had a positive initiating experience such as 'falling into the role' or being a student library assistant.

When asked how the BCLA could better serve their professional learning needs and interests, 87% of respondents provided open-ended responses. The leading responses related to specific ideas for professional learning, however, there was little internal consistency within this feedback as the responses were often highly individualistic and diverse. A smaller amount of feedback related specifically to the BCLA conference, but this, again, was highly diverse. Nearly 16% of the qualitative data was related to regional considerations and this somewhat corresponds with the region representation of respondents; approximately 27% of respondents are outside the Lower Mainland and Vancouver Island (52% and 21% respectively). With 73% of respondents living within a 100km radius of Vancouver, making a case for non-Southcoast professional learning locations is a challenge. Online, self-paced training, as well as visiting trainers to remote communities, might be the most effective way to meet the needs of those outside of the Southcoast.

When respondents were asked how the Libraries Branch of the British Columbia government (part of the Ministry of Education) could better serve their professional learning needs and interests, respondents were less engaged in this question. Given the lower qualitative response rate and the 9% of responses who specifically outlined their own lack of awareness about the libraries' branch, it can be said that this unit does not factor into a large proportion of library workers' professional learning experiences. The majority of responses related to specific ideas for professional learning. Funding opportunities for professional learning was also a leading factor associated with respondents' feedback about this branch.

Areas for further study

In addition to respondent feedback regarding professional learning, a number of other noteworthy trends emerged. Given the recurrence of these issues in the data, library organizations and associations should be made aware of them so they can strategize how to address them for their staff.

- Workplace safety
- Diversity and Inclusion
- Indigeneity and implementing the TRC

Workplace safety was a concern to a sizable number of respondents, particularly those who work in public libraries. Workplace safety was always in the context of serving challenging, and at times violent, patrons. Respondents reported wanting training and procedures for dealing with patrons involved with drug use and addictions issues on library premises. Some libraries were described as "shooting alleys" for drug use and a noticeable number of respondents reported occasionally feeling unsafe while at work.

Diversity and inclusion was a repeated issue respondents brought up. This was from both the patron and collegial perspective. Respondents noted the need for training on diversity and inclusion when serving patrons, but also when working as a staff team.

Specific aspects included more dialogue on race, mental health, ability, and language. Respondents wanted to feel they worked in an inclusive environment and also responded to their patrons in respectful ways.

Indigeneity and implementing the TRC was brought up across many of the open-ended question items by a considerable number of respondents. The Truth and Reconciliation Commission and the Calls to Action were identified as important issues for BC libraries to consider; however, most respondents felt a lack of knowledge about how to incorporate this in their work.

Recommendations

In order to most effectively align professional learning interventions with the needs and experiences of library workers, the BCLA and the Libraries' Branch would appeal to large portions of the library worker community if they focused on the following:

- Significantly prioritize professional learning on topics related to Technological knowledge and skills. Training with productivity software and metadata were particularly in need by many respondents.
- Prioritize professional learning on topics related to leadership, administration and management. Training for project management was outlined by many.
- Focus of public library worker audiences, particularly librarians, but also establish a professional learning 'home' for library technicians and assistants as well.
- Continue to reach out to the library worker community about professional learning opportunities by way of a variety of notifying mechanisms, but most notably through listservs. Consider centralizing this information so members have a single, go-to spot. Also, utilize social media more.
- Respondents were highly engaged in discussing what helped them feel fulfilled in their work. Share these findings with library leaders so they can become aware of what their staff need to feel fulfilled.
- Library workers from all employee groups, regions, and library settings are a service-oriented work force deeply committed to the social good. Respondents repeatedly recognize the role libraries play in promoting healthy, well-informed, and just communities. BCLA and the Libraries' Branch could leverage this already strong level of competence and commitment in their future advocacy.
- The BCLA annual conference remains a well-used professional learning gathering.
- The Libraries' Branch could do more outreach to increase awareness of their services to the library community.
- Nearly three-quarters of the library worker community lives on the Southcoast. Feelings of regional alienation are a factor for some rural libraries. The most effective way to equitably address this may be to provide enhanced funding for those traveling the greatest distance, provide online and self-paced training, and even bring trainers to rural libraries.

INTRODUCTION

This report outlines the second professional learning survey undertaken in 2018 and which follows up key findings from the initial survey. In 2016 the British Columbia Library Association (BCLA) sought to understand the professional learning needs of all those engaged in paid and unpaid work within libraries throughout British Columbia.² Library workers and representatives of library organizations were asked about professional learning experiences and priorities through a web-based survey with twenty closed- and open-ended questions. In 2016, there were 387 respondents who completed the general questionnaire and 53 respondents who completed the director's questionnaire. Respondents represented a variety of groups such as students, library assistants, library technicians, librarians, directors, and board members. That exploratory project provided BCLA with an initial perspective on the professional learning trends, challenges, and needs of those stakeholders across the province's library community.

In 2018 the BCLA sought to probe further into the specific professional learning needs and goals of individual workers and 204 individuals participated. As with the first assessment project in 2016, this second assessment continues to define professional learning as:

...a wide variety of learning opportunities including conferences, workshops, webinars, and classes. It is learning at the most fundamental level and receiving training in the skills that you need in order to become a more well-rounded professional. These events and classes are also a great way to stay abreast of new technologies and keep up with the latest trends.

Janvey McCurry, 2013
"Professional Development 101" NMRT—News.
May 2013, Volume 42 No. 4
American Library Association

² The 2016 BCLA *Professional Learning Assessment Project* report can be found here:
<https://bclaconnect.ca/highlight/bcla-releases-final-report-for-professional-learning-assessment-project/>

Purpose

The purpose of the first survey project in 2016 was exploratory in nature. The survey sought to gather multiple sources of data to describe the state of professional learning within British Columbia's library community at that time. Through the 2016 survey, the project identified leading professional learning trends, challenges, and needs within British Columbia (BC). Four sections comprised the questionnaire:

1. Demographic information
2. Experience and interest with professional learning
3. Challenges to professional learning
4. Additional insights and follow-up

Having gained a good sense of the broad professional learning trends in BC from the 2016 survey, the 2018 survey wanted to see how individual library workers specifically experienced professional learning. This depth of experience centred upon affective aspects such as confidence and motivation. The 2018 survey also sought to identify if any changes had occurred over the two-year period.

The following research questions framed the 2018 survey:

1. Who in BC's library community has professional learning experiences?
2. What are their demographic attributes?
3. What are their professional learning needs and motivations?
4. How do they prefer to engage in professional learning?

As was the case in 2016, the 2018 project assumes that professional learning is critical to ensure the knowledge and skills of service providers within BC's library community are continuously enhanced. As both survey projects identified, the ability to maintain and acquire professional knowledge and skills is an ongoing challenge for many individuals. This survey project's findings can be used to inform the development of new programs and services to better support the professional learning needs of those invested in libraries throughout British Columbia.

Six sections comprise the 2018 questionnaire:

1. Professional competencies needed to provide library service with confidence
2. Experience and interest with professional learning
3. Challenges to professional learning
4. Professional learning needs and motivations
5. Insights on leadership
6. Demographic information

While the first survey project in 2016 utilized two versions of a related questionnaire—one for library leaders and another for library workers in non-senior leadership roles. The second survey project used only a single version of a questionnaire. Collected data was focused at the individual, rather than organizational, level. Data was gathered on

individuals' professional learning needs, experiences, and interests. Demographic data was also gathered. Most of the non-demographic questions were informed by various competency taxonomies developed by relevant professional library associations such as:

- The American Library Association's (ALA) Core Competencies for Librarianship (2009)
- The Canadian Association of Research Libraries' (CARL) Core Competencies for 21st Century CARL librarians (2010)
- The Special Libraries' Association (SLA) Competencies for Information Professionals of the 21st Century (2003)
- Chartered Institute of Library and Information Professionals' (CILIP) Professional Knowledge and Skills Base (2014)
- The Canadian Library Association's (CLA) "Guidelines for the Education of Library Technicians" (2011)

The American Library Association's Core Competencies of Librarianship were particularly helpful towards informing survey constructs and questionnaire items. These competencies focus on the following eight aspects.³

1. Foundations of the profession
2. Information resources
3. Organization of recorded information and knowledge
4. Technological knowledge and skills
5. Reference and user services
6. Research
7. Continuing education and lifelong learning
8. Leadership, administration, and management

³ The American Library Association's Core Competencies of Librarianship (2009). Retrieved on February 1, 2019 from:
<http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

Scope

BCLA's second Professional Learning Assessment Project explored the experiences of individual library workers in British Columbia. Participants were represented from across:

- Library types
- Geographical regions
- Employee and/or stakeholder groups
- Age
- Gender
- Years of professional experience
- Full- and part-time employment experience

Specific motivations and perspectives of professional learning were also explored. This report describes and summarizes questionnaire responses as well as provides quantitative and qualitative data analysis. Conclusions and recommendations are also included.

Limitations of this report include:

- The self-selection of participants meant randomization was not possible given the lack of a total known population number for BC's library worker community.
- This project assumed that respondents had access to the web-based questionnaire and had the approximately 15 minutes of time required to complete the questionnaire.
- Not every respondent answered every question, as some questions were optional.

A response rate is difficult to determine as an exact count of the total population size of library workers within BC is unknown. However, in 2016 the BCLA Executive Director estimates there are approximately 850 individual BCLA members, though many who work in BC's libraries are not members of BCLA. If the value of 850 is a best approximation and those identifying as library leaders ($n=41$ in the 2018 survey) are removed from the calculation, the remaining number of respondents is approximately 153. This would make the response rate approximately 18%. This is considerably lower than the 2016 non-library leader response rate for 2016 which was approximately 44%. Those who identified as library leaders in the 2018 questionnaire was 44. The Executive Director of BCLA estimates there are about 100 library directors in the province. Therefore, the library leader response rate was about 44% which is somewhat consistent with the 2016 director questionnaire response rate of 53%.

Because of the lower response rate than the 2016 results, the trend confidence is not as high. However, the plurality and depth of responses remained strong. The lower response rate also indicates that membership engagement is less strong than it was two

years previous. Generalization of responses cannot be conclusive, though this report is confident that sound trends can be established and a diversity of experiences and perspectives are revealed. The researchers remain confident that library workers continue to care about professional learning and want to share their experiences and perspectives with BCLA.

As with the 2016 results, the nature of questions asked and the depth of response provided indicate that in many ways the questionnaire served to illuminate issues beyond professional learning. Questions about the state of BC's libraries today as well as perceptions of their most pressing issues demonstrate that library work is dynamic and the vast majority of workers remain deeply committed.

Sources and methods

In early 2018, the BCLA successfully acquired a second grant from the Libraries' Branch of the British Columbia Ministry of Education (Libraries' Branch) for the purpose of continuing a professional learning needs assessment of the library worker community. Under the direction of the BCLA Executive Director, and in consultation with the Libraries' Branch Director, the same two research consultants from the first assessment were contracted to design the research project. These research consultants were Pia Russell, an academic librarian, and Todd Milford, an associate professor in the Faculty of Education, both at the University of Victoria. After project goal-setting meetings with the Libraries' Branch and BCLA in the spring of 2018, the researchers designed a follow-up questionnaire over the summer. Throughout the summer of 2018, the questionnaire instrument was edited, tested, and revised.

The questionnaire was deployed from October 23 to November 22, 2018 and BCLA's in-house survey tool gathered the responses. Participation was sought through BCLA's various listservs as well as by word-of-mouth. In total, 210 respondents completed the follow-up questionnaire. However, as six participants did not consent, 204 responses were analysed. Respondents were extraordinarily generous with their time and the thoughtfulness they provided. Qualitative responses were considerable for each open-ended question with qualitative response rates of up to 89% for some questions.

As with the initial 2016 questionnaires, the 2018 follow-up questionnaire asked participants both closed numeric questions as well as text-based open-ended questions; utilizing both quantitative and qualitative data means this survey project is a mixed-methods design. Because neither data type depended on the other and nor did they need to be sequenced for analysis, the design and analysis stages made this project a concurrent and convergent mixed methods inquiry.

The quantitative and qualitative data were gathered at the same time via the same survey instrument, a 19-question web-based questionnaire. Twelve questions were quantitative and seven questions were qualitative in nature. Three of the quantitative questions included a section for open-ended response options. These quantitative questions with a small qualitative attribute were primarily part of an 'other' option where respondents could include additional feedback not included in listed options. The quantitative and qualitative data are of equal importance, one was not more valuable than the other. Rather, the two types of data sources (numbers and text) were complementary as they sought multiple ways to understand the research questions.⁴

After the questionnaire was closed and results compiled by BCLA, each researcher analysed the data separately. Todd analysed all the quantitative responses using SPSS

⁴ Tashakkori, A., & Teddlie, C. (Eds.) (2003). *Handbook of Mixed Methods in Social & Behavioural Research*. SAGE: Thousand Oaks, CA.

to run descriptive and inferential statistics. Simultaneously, but independently, Pia analysed all the qualitative responses using NVivo12 to identify leading themes.

The quantitative analysis component of this report focused on the questions in order as presented in the overall professional learning assessment. The analysis was split into two general areas – demographics and core competencies. The demographics captured the background, work environment, years worked, employment status, location of employment, and gender. All information was presented in both table and visual format capturing the general picture of those who participated in the survey. Core competencies were ranked and the relative rankings were further analysed to determine if differences existed among participants. Additionally, the core competencies were also assessed for perceptions of competence on a 5-point Likert Scale. Results were again presented in table and visual format.

There were ten questions requiring differing levels of qualitative analysis. Seven questions were entirely qualitative and three were qualitative aspects to quantitative questions (these three were gathered through an open-ended ‘other’ option within the question item response choices). Qualitative data is very time-consuming, and therefore costly, to analyse. Due to these resource and time constraints, the qualitative analysis was targeted to two approaches.⁵ First, an initial broad-brush perspective to open-coding using queries, most notably word frequency reports. Second, axial coding went beyond the word-based open coding and sought to identify broad themes such as sentiments and relationships in each qualitative question response set.

Word frequency query criteria included stemming (i.e., multiple endings of a root word, such as -ing, -er, -ed) and all words with more than four characters in word length of the 1000 most commonly reported words. A word cloud is offered below as a visual representation of leading word frequency trends. The analysis of quantified word frequency reports is only superficially helpful; when words are analysed as a singular unit they loss contextual meaning. Qualitative analysis at the unit of the concept, theme, or sentiment, rather than word, is considerably more illuminating—and also considerably more time-consuming to analyse.

⁵ Saldana, Johnny. (2013). *The Coding Manual for Qualitative Researchers*. SAGE: Thousand Oaks, CA.

FINDINGS & DISCUSSION

This report outlines findings in two sections and discusses commonalities and connections throughout. Part 1 explores trends in the demographic data provided by respondents. Part 2 describes professional learning experiences and insights often, but not always, in relation to the American Library Association's (ALA) core competencies framework.

Part 1. Demographics

Leading demographic trends

The majority of respondents (75%) to this survey *did not hold a position as formal library leaders*. Those working in *public libraries* accounted for 60% of total respondents in 2018; public library workers accounted for 57% of respondents in 2016. Additionally, 63% of respondents identified themselves as *librarians* and a further 16% identified themselves as *library technicians*. In 2016, 57% were librarians and 27% were library technicians. The *number of years* respondents had been working in libraries was relatively consistent across year groupings (ranging from 11% to 28%); the highest proportion, 28%, was 6-10 years of library work. Library workers employed *full-time* accounted for 81% of respondents, while 73% were full-time in 2016. The majority of respondents, 52%, reported working in the *region* of Mainland/Southwest and the next largest group, 21%, are from Vancouver Island/Coast. In 2016, 66% worked in Mainland/Southwest and 16% worked in Vancouver Island/Coast. In 2018, there was considerably greater response from those working outside these two leading regions. Almost 85% of respondents self-identified as *female* while in 2016 81% of respondents reported as female. Respondent's *age ranges* were well distributed across what is typically working age for adults in Canada with the greatest proportion, 18%, being between 41-45 years of age. In 2016, the greatest proportion, 18%, were between 31-35 years of age. Levels of educational attainment, years since MLIS or library technician program graduation, leadership experience, BCLA membership, perceptions of pre-service professional preparation, and perceptions of current professional preparation were not asked in the 2018 survey as were asked in 2016.

1.1 Library leadership

Demographic question 1:

Please indicate if you currently lead a library as a Chief Librarian, Library CEO, University Librarian, or equivalent. [Required question]

- *Yes (includes in an acting capacity)*
- *No*

Results

Library Lead	Responses	Percentage
Yes	41	20%
No	153	75%
Missing	10	5%
N	204	100%

Table 1. Responses to question about current role as a formal library leader

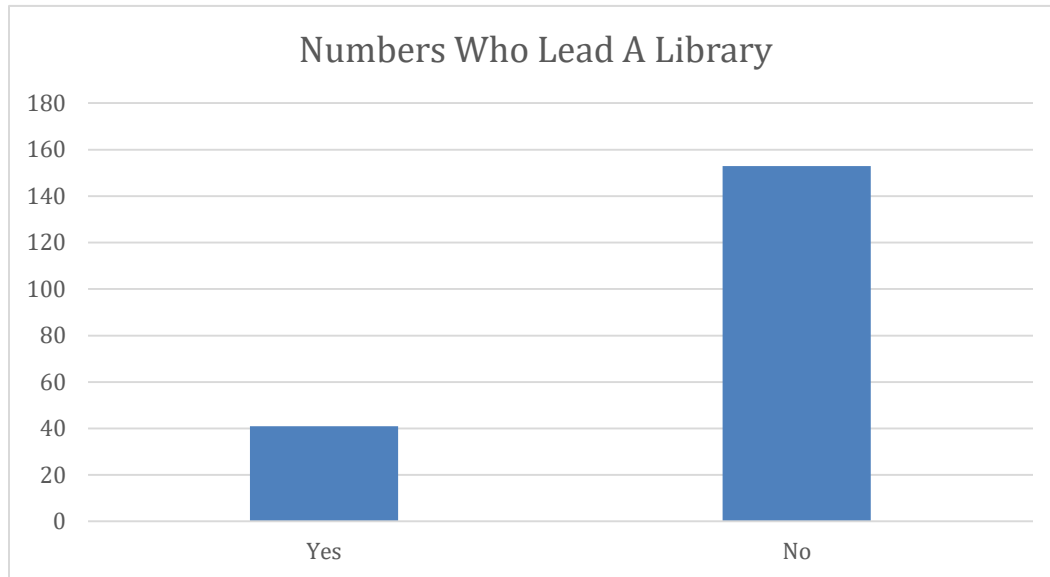


Figure 1. Responses to question about current role as a formal library leader

Discussion

When survey participants were asked about current experiences of formal library leadership, 41 respondents self-identified as occupying leadership roles. This number is consistent with the 2016 survey where 43 library directors participated in their own version of the phase one questionnaire. The total number of responses to the leadership question in the 2018 questionnaire was 204 and 10 respondents did not answer this question. The number of responses indicated they were not currently a formal leader was 153. Therefore, 75% of respondents were not holding a senior leadership role and 20% were.

Highlights

- 153 or 75% of question respondents did not identify as holding a formal leadership role.
- 41 or 20% of question respondents did identify as holding a top organizational leadership role such as a Chief Librarian, Library CEO, University Librarian or similar.
- The number of leadership responses to the 2018 questionnaire ($n=43$) was consistent with the 2016 leadership response ($n=41$).

1.2 Type of library

Demographic question 2:

What type of library or related organization do you currently work in? [Required question]

- *Public*
- *Academic*
- *Special*
- *Government*
- *School (K-12)*
- *Other*
- *Not currently employed*
- *Prefer not to answer*

Results

Type of library	Responses	Percentage
Public	122	60%
Academic	52	25%
Special	8	4%
Government	4	2%
School (K-12)	2	1%
Other	2	1%
Not currently employed	2	1%
Prefer not to answer	2	1%
Public, Academic*	2	1%
Public, Special*	2	1%
Public, School (K-12)*	1	0.5%
Academic, Other*	1	0.5%
Government, Other*	2	1%
Missing	2	1%
N	204	100%

* Respondents hold multiple positions in different library types. For example, may work part-time in both a public library and an academic library

Table 2. Type of library or related organization respondents currently work in

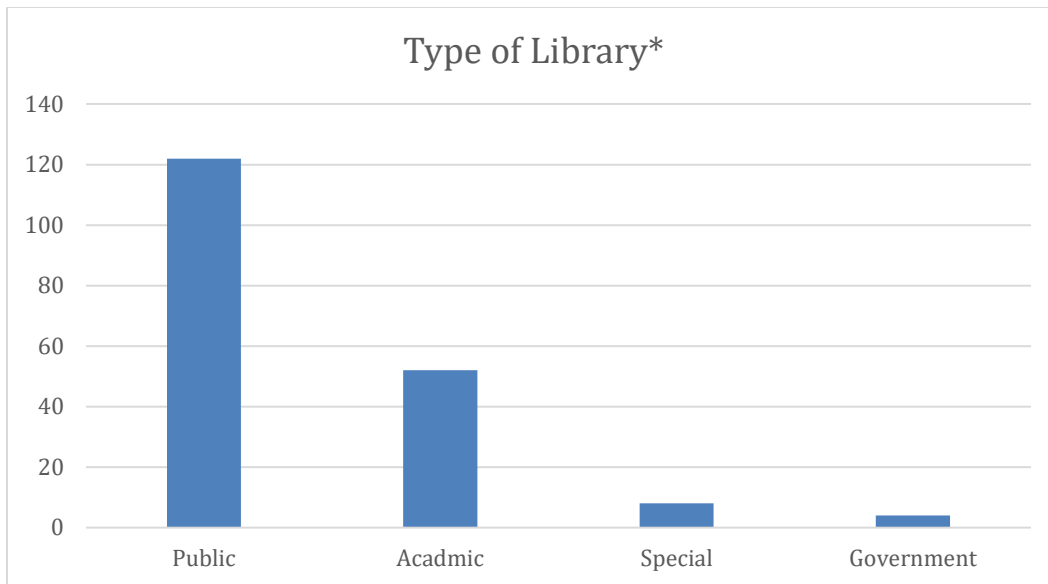


Figure 2. Type of library or related organization respondents currently work in

Discussion

The majority of respondents (122 or 60%) identified as working in public libraries. The next largest type of library group came from the academic library community (52 or 26%). Special library employees comprised the third largest group of respondents with eight or 4%. There were four respondents (2%) identifying as library workers in government, two respondents (1%) from K-12 school libraries, two (1%) from other libraries, two (1%) currently unemployed, and two (1%) who preferred not to answer. Eight respondents identified as holding positions in multiple library types, for example, a respondent may work part-time in both a public library and an academic library.

With most respondents (122 or 60%) identifying as working in public libraries, this is consistent with the 57% of public library-based respondents in the 2016 survey. The next largest type of library group came from the academic library community (52 or 26%) and this is somewhat consistent with the 2016 responses of 32% of respondents working in academic libraries. Special library employees comprised the third largest group of respondents with eight or 4%. Overall these proportions are consistent with the 2016 survey questionnaires' responses with approximately two-thirds of respondents coming from public libraries, one-third from academic, and all other library types coming in distantly and between 1-4%. Therefore, BCLA and the Libraries' Branch would be wise to prioritize professional learning initiatives to be relevant to those working in public libraries above all else. Of course, professional learning initiatives that speak to the needs and interests of those across different library types would ensure the greatest efficiency.

Highlights

- Overall these proportions are consistent with the 2016 survey questionnaires' responses with approximately two-thirds of respondents coming from public libraries, one-third from academic, and all other library types coming in distantly and between 1-4%.

1.3 How respondents self-identify professionally

Demographic question 3:

Which of the following best describes how you identify yourself within BC's library community? (Please select all that apply) [Required question]

- Librarian
- Library Technician
- Library Assistant
- Archivist
- Professional employee
- Student, Library, Archival and Info. Studies
- Teacher (non-certified) or Educator
- Volunteer, Docent, or Friend of Library
- Student, Library Technician
- Teacher (BC certified)
- Teacher or School Librarian
- Policy Analyst
- Library board member or trustee
- Museum professional
- Prefer not to answer

Results

Self identify	Responses	Percentage
Librarian	126	62%
Library Technician	31	15%
Library Assistant	6	3%
Archivist	0	0%
ERROR: Professional Employee duplicate, see below	5	2%
Student, Library, Archival and Info. Studies	0	0%
Teacher (non-certified) or Educator	2	1%
Volunteer, Docent, or Friend of Library	0	0%
Student, Library Technician	0	0%
Teacher (BC Certified)	0	0%
Teacher or School Librarian	0	0%
Policy Analyst	0	0%
Library Board Member or Trustee	0	0%
Museum Professional	0	0%

Prefer Not to Answer	2	1%
Librarian, Library Technician	3	1.5%
Librarian, Library Assistant, Professional Employee	1	0.5%
Librarian, Library Assistant, Teacher (BC Certified)	1	0.5%
Librarian, Teacher (BC Certified)	1	0.5%
Librarian, Archivist, Teacher (non-certified) or Educator, Policy Analyst	1	0.5%
Librarian, Professional Employee	7	3%
Librarian, Professional Employee, Teacher (non-certified) or Educator	1	0.5%
Librarian, Professional Employee, Teacher or School Librarian	1	0.5%
ERROR: Professional Employee	3	1.5%
Librarian, Professional Employee, Teacher (non-certified) or Educator, Volunteer, Docent, or Friend of Library	1	0.5%
Librarian, Teacher (non-certified) or Educator	3	1.5%
Librarian, Volunteer, Docent, or Friend of Library	1	0.5%
Library Technician, Library Assistant	1	0.5%
Library Technician, Museum Professional	1	0.5%
Library Technician, Library Assistant, Student, Library Technician	1	0.5%
Library Assistant, Student, Library, Archival and Info. Studies, Volunteer, Docent, or Friend of Library	1	0.5%
Missing	4	2%
N	204	99.5%

Table 3a. How respondents self-identify professionally

Self identify summary of leading responses	
Librarian	126
Library Technician	31
Library Assistant	6
Professional Employee	5
Librarian, Professional Employee (trained librarian holding a non-librarian, professional position)	7

Table 3b. Summary of how respondents self-identify professionally

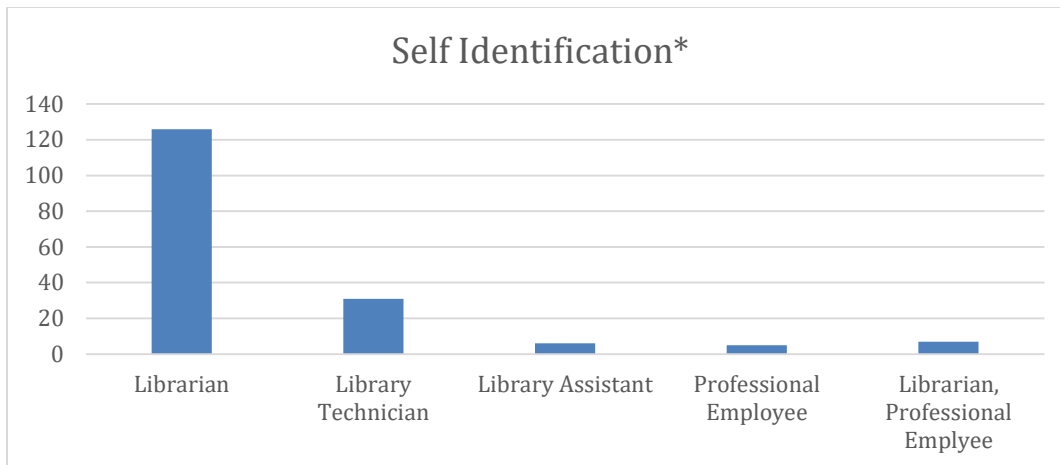


Figure 3. How respondents self-identify professionally

Discussion

There were 200 responses to the question about how respondents self-identify professionally. The majority of respondents identified as librarians (126 or 63%) while there were 31 library technician respondents (16%). There were seven (3.5%) trained librarians holding non-librarian, but professional, positions; six (3%) library assistants; five (2.5%) professional employees; and three each (1.5%) of trained librarians holding library technician positions, professional employees, and librarians holding educator roles.

In the 2018 questionnaire, librarians comprised the largest proportion of respondents at 63%. This is relatively consistent with the 2016 questionnaires where 57% of respondents were librarians. While library technicians comprised 16% of the 2018 questionnaire this is less than when their responses comprised 27% in 2016. Also, decreased in 2018 was the response of library assistants (3% in 2018 and 13% in 2016). Fewer non-librarian responses in 2018 could be explained by different listserv venues of promoting the survey or a decreased level of engagement of library technicians and library assistants. While responses from the following groups were low in 2016, in 2018 no archivist, student (librarian or library technician), volunteer, or teacher librarian responded to survey's call to participation. It is unclear why these groups are under-represented.

Highlights

- Librarians comprised 63% of respondents which is generally consistent with the 2016 survey (57%)
- Library technicians comprised 16% of respondents which is lower than the 2016 survey (27%)
- Trained librarians holding non-librarian, but professional, positions comprised 3.5% of respondents
- Library assistants comprised 3% of respondents
- Professional employees comprised 2.5% of respondents
- Trained librarians holding library technician positions comprised 1.5% of respondents
- Librarians holding educator roles comprised 1.5% of respondents
- No respondents identified as being an archivist, student (librarian or library technician), volunteer, or teacher librarian while these groups did respond in 2016 (3%, 3%, 1%, 1% respectively)

1.4 Years of library work experience

Demographic question 4:

How long have you worked in libraries? [Required question]

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- More than 20 years

Results

How long have you worked in libraries?	Responses	Percentage
0-5 years	46	23%
6-10 years	57	28%
11-15 years	38	19%
16-20 years	22	11%
More than 20 years	41	19%
Missing	0	0%
N	204	100%

Table 4. Years of library work experience



Figure 4. Years of library work experience

Discussion

Just over one quarter of respondents (28%) reported having between 6-10 years of work experience in libraries. Those with between 0-5 years of library experience comprised 23%, followed closely by 19% of those with more than 20 years of experience. Finally, 19% possessed 11-15 years of experience and those with 16-20 years of experience comprised 11%.

The 2016 survey questionnaires asked several separate questions about years of work experience. In particular, librarians were asked for their number of years since MLIS graduation, library technicians were asked for their number of years since diploma or certificate completion, and leaders were asked for their number of years of leadership experience. In the 2018 questionnaire these separate questions were collapsed into a single question about total years of experience in libraries regardless of position.

A noteworthy finding from this question is that the relative distribution across the groupings for years of library work experience was consistent. Having respondents from all year groups at a consistent level provides confidence that survey responses are representative across the range of this variable.

Highlights

- 23% of respondents reported having between 6-10 years of work experience in libraries
- 28% of respondents reported having between 0-5 years of library experience
- 19% of respondents reported having more than 20 years of experience
- 19% of respondents reported having 11-15 years of experience
- 11% of respondents reported having 16-20 years of experience

1.5 Current employment status

Question 5:

What is your current employment status? [Required question]

- Full-time
- Full time in more than one library
- Part-time
- Part time in more than one library
- Currently not employed

Results

What is your current employment status?	Responses	Percentage
Full-time	164	80%
Full-time in more than one library	4	2%
Part-time	22	11%
Part-time in more than one library	9	4%
Currently not employed	4	2%
Missing	1	0.5%
N	204	99.5%

Table 5. Current employment status

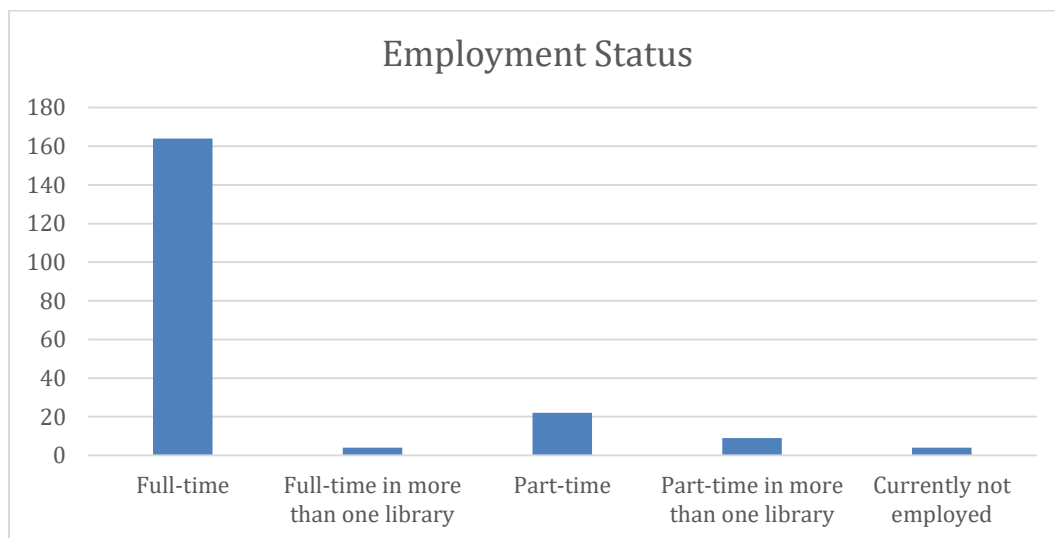


Figure 5. Current employment status

Discussion

Full-time status comprised the majority (81%) of respondent experiences and part-time employment comprised 15% of respondent experiences. Respondents working full- or part-time in multiple library locations accounted for 6% of reported experiences. Four individuals (2%) reported not currently being employed.

As with the 2016 questionnaires the majority of respondents reported being engaged in full-time employment (82% in 2018; 73% in 2016). Part-time employment was different across the initial 2016 questionnaires (26%) and the follow-up 2018 questionnaire (15%). Those not currently employed accounted for 2% of respondents in 2018 and 1% in 2016. A new question-aspect regarding workplace location was asked in 2018 and respondents working full- or part-time in multiple library locations accounted for 6% of reported experiences.

Highlights

- 81% of respondents reported working in a full-time capacity
- 15% of respondents reported working in a part-time capacity
- 6% of respondents reported working at multiple library locations
- 2% of respondents reported being not currently employed

1.6 Regional representation

Demographic question 6:

In what region are you currently employed? [Required question]

- *Mainland/Southwest*
- *Vancouver Island/Coast*
- *Thompson/Okanagan*
- *Kootenay*
- *Cariboo*
- *Northeast*
- *Nechako*
- *North Coast*
- *Out of province*
- *Prefer not to answer*

Results

In what region are you currently employed?	Responses	Percentage
Mainland/Southwest	107	52%
Vancouver Island/Coast	43	21%
Thompson/Okanagan	15	7%
Kootenay	15	7%
Cariboo	1	0.5%
Northeast	9	4.5%
Nechako	1	0.5%
North Coast	5	2.5%
Out of province	2	1%
Prefer not to answer	5	2.5%
Missing	1	0.5%
N	204	99.5%

Table 6. Regional representation of respondents

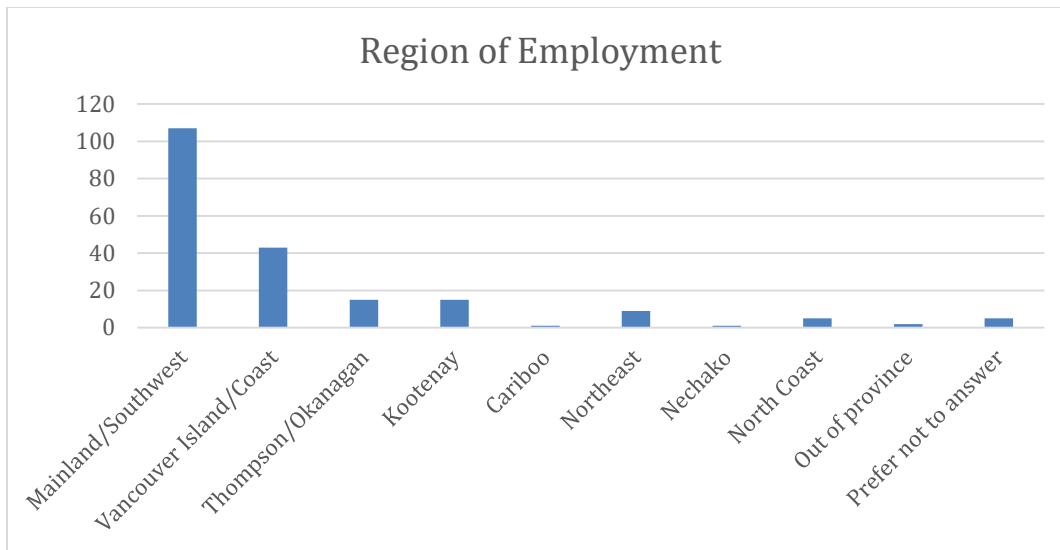


Figure 6. Regional representation of respondents

Discussion

Those working in libraries throughout the Lower Mainland/Southwest accounted for 52% of respondents. The second largest region represented by respondents was Vancouver Island/Coast with 21%. Both Kootenay and Thompson/Okanagan tied with 7% each of respondents. Respondents working in the Northeast accounted for 4.5%, the North Coast for 2.5%, and Nechako and Cariboo both accounted for 0.5% each. Respondents out of province accounted for 1% and 2% preferred not to answer.

When comparing regional representation between the initial 2016 questionnaires and the 2018 follow-up questionnaire, there are some similarities. As with results from 2016, Mainland/Southwest is the largest regional representation by a considerable margin (66% in 2016; 52% in 2018). Vancouver Island/Coast follows in a distant second place proportion for response regarding regional representation (16% in 2016; 21% in 2018). Thompson/Okanagan saw the same 7% proportion of responses in both 2016 and 2018. Kootenay saw greater response proportion in 2018 (7%) than in 2016 (3%). A comparison of the smallest proportions between the 2016 and 2018 questionnaires are as follows: Northeast (4% in 2018; 2% in 2016); North Coast (2% in 2018; 1% in 2016); Nechako (0.5% in 2018; 1% in 2016); Cariboo (0.5% in 2018; 3% in 2016); and, out of province (1% in 2018; 0% in 2016). Approximately 21% of respondents work outside the Lower Mainland and Vancouver Island.

While many of the figures are comparable between 2018 and 2016, three notable exceptions are as follows. First, a considerable decrease in response representation from Mainland/Southwest (66% in 2016; 52% in 2018). Second, an increase from both

Kootenay (7% in 2018; 3% in 2016) and Northeast (4% in 2018; 2% in 2016). Third, a decrease in responses from Cariboo (0.5% in 2018; 3% in 2016).

Highlights

- Approximately 21% of respondents work outside the Lower Mainland and Vancouver Island.
- Those working in libraries throughout the Lower Mainland/Southwest accounted for 52% of respondents.
- Those working in libraries throughout Vancouver Island/Coast accounted for 21%.
- Those working in the Kootenay region accounted for 7% of respondents.
- Those working in the Thompson/Okanagan accounted for 7% of respondents.
- Those working in the Northeast accounted for 4%.
- Those working in the North Coast accounted for 2%.
- Those working in Nechako accounted for 0.5%.
- Those working in the Cariboo both accounted for 0.5%.
- Those out of province accounted for 1%.
- 2% preferred not to answer.

1.7 Gender

Demographic question 7

Gender [Required question]

- Female
- Male
- Other
- Prefer not to answer

Results

Gender	Responses	Percentage
Female	171	84%
Male	19	9%
Other	1	0.5%
Prefer not to answer	12	6%
Missing	1	0.5%
N	204	100%

Table 7. Gender identification of questionnaire respondents

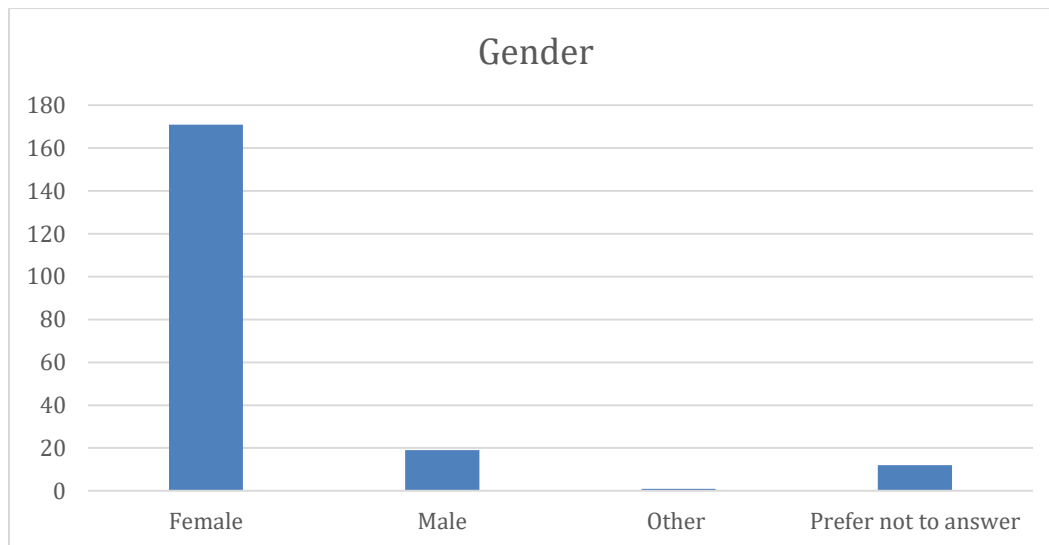


Figure 7. Gender identification of questionnaire respondents

Discussion

The largest proportion of gender representation is females with 84%. Males comprise 9%, 6% of respondents preferred not to answer, and 0.5% of respondents identified their gender as 'other'.

The 2018 responses demonstrated considerable overlap with the results of 2016. As before, female is the largest category by far (84% in 2018; 81% in 2016) indicating that work in libraries continues to be a majority female field. The category of male was constant across the years (9% in 2018; 11% in 2016). Finally, those preferring not to answer was similar between 2016 and 2018 (8% and 6%, respectively).

Highlights

- Libraries continue to be a majority female field; female representation was 84% of questionnaire respondents.
- Males comprise 9%.
- 6% of respondents preferred not to answer.
- 0.5% of respondents identified their gender as 'other'.

1.8 Age

Demographic question 8:

What is your age range? [Required question]

- *20 and Under*
- *21-25*
- *26-30*
- *31-35*
- *36-40*
- *41-45*
- *46-50*
- *51-55*
- *56-60*
- *61-65*
- *66-70*
- *Over 70*
- *Prefer not to answer*

Results

What is your age range?	Responses	Percentage
20 and under	0	0%
21-25	3	1.5%
26-30	18	9%
31-35	33	16%
36-40	27	13%
41-45	36	18%
46-50	22	11%
51-55	21	10%
56-60	22	11%
61-65	8	4%
66-70	2	1%
Over 70	2	1%
Prefer not to answer	9	4%
Missing	1	0.5%
N	204	100%

Table 8. Age distribution of respondents

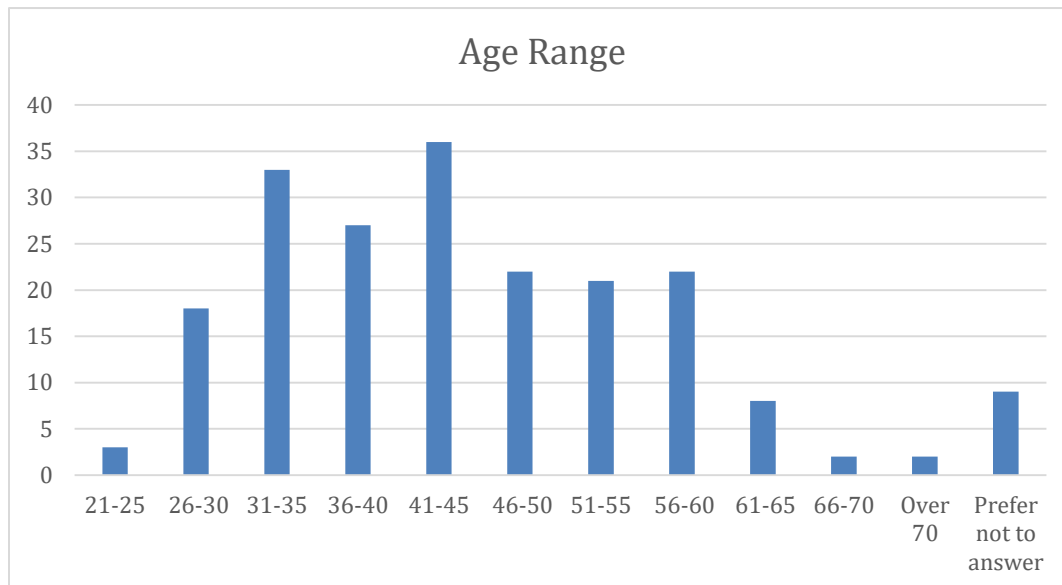


Figure 8. Age distribution of respondents

Discussion

Respondents in the age range between 41 and 45 years old made up the largest proportion of responses (18%) and followed closely by those between 31-35 years old (16%) and 36-40 years old (13%). Those between 46-50 years old and 56-60 years old both comprised 11% of respondents. Respondents between 51-55 years old made up 10%, while those between 26-30 years old comprised 9% of respondents. The lowest age representation of respondents was as follows: 61-65 years old (4%), 21-25 years old (1.5%), 66-70 years old (1%), and over 70 (1%). Those preferring not to answer comprised 4% of responses.

There are some similarities when comparing results between the initial 2016 questionnaires and the 2018 follow-up questionnaire. The same age ranges were provided as previous. In 2016 the overall responses were slightly more towards a younger alignment. The highest proportion was 18% (the same majority as 2018); however, in 2018 the largest group was those between 41-45 years old while in 2016 the largest group was those between 31-35 years old.

Highlights

- In 2018 the overall responses were middle aged (majority was between 41-45 years old). While in 2016 the overall responses were slightly more towards a younger alignment (majority was between 31-35 years old).

Part 2. Experiences with professional learning

Leading trends of professional learning experiences

With the demographic aspects analysed, the questionnaire findings move on to in-depth explorations of library workers' experiences with professional learning. The construct of professional learning was structured within the questionnaire around the idea of core competencies. As with the 2016 questionnaires, these competencies were informed by the American Library Association's (ALA) Core Competencies of Librarianship.⁷ Two question items hinged on this aspect—first a question was asked about competency confidence needed in their current role and second a related question asked about perceived self-confidence with the competencies. A five-point Likert scale was used: Very confident, somewhat confident, neutral, somewhat unconfident, very unconfident.

Respondents were asked to consider their current role and then rank what they perceived as the most important eight core competencies they felt they needed in order to deliver effective library service. Respondents' ranking of Core Competencies was broken into three groups based upon differences in mean rankings.

4. The competency ranked most high was *Technological knowledge and skills*.
5. Most competencies ranked somewhere in the middle. These included: *Leadership, administration, and management; information resources; foundations of the profession; reference and user services; and continuing education and lifelong learning*.
6. The lowest ranked competencies were *Organization of recorded information and knowledge and Research*.

When questionnaire participants were asked to rank their levels of confidence with the eight core competencies, respondents generally felt confident. On average, respondents felt somewhat to very confident across all Core Competencies. Competency was ranked as follows, starting with greatest level of self-reported confidence and ending with lowest self-perceived confidence:

9. Foundations of the profession
10. Reference and user services
11. Information resources
12. Continuing education and lifelong learning
13. Technological knowledge and skills
14. Organization of recorded information and knowledge
15. Research
16. Leadership, administration, and management

⁷ The American Library Association's Core Competencies of Librarianship (2009). Retrieved on February 1, 2019 from:

<http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

When comparing levels of confidence between needed competencies over actual competencies, it is clear that the following competencies are in greatest need of professional learning intervention: *Technological knowledge and skills* and *Leadership, administration, and management*. A number of needed competencies are well-aligned confidence levels. These competencies with moderate need of professional learning intervention include: *Foundations of the profession*, *Information resources*, *Continuing education and lifelong learning*, *Reference and user services*, and *Organization of recorded information and knowledge*. The competency in least need of professional learning intervention appears to be *Research*.

When asked what respondents felt were the most pressing issues in libraries today that professional learning could address, it became clear that professional learning interventions would be wise to tackle the following issues: Change in libraries; Learning IT, including metadata; being community focused; diversity, inclusion, and Indigeneity; and leadership development. As with section 2.1, research is not a pressing issue.

While list-servs continue to be leading mechanisms through which respondents become aware of professional learning opportunities, there is a fairly equitable mix of awareness mechanisms. Respondents seem to have figured out mechanisms which would for them. There is little consistency about respondents' preferences for ways to engage in professional learning. Responses were very individualistic. There were repeated comments about respondents missing the Community Librarian Training Program.

When asked what 'leading from any position' meant to them, 88% of respondents provided qualitative feedback. Overwhelmingly (47%), respondents felt it meant having an informal role with leadership qualities regardless of any formal position or role.

When respondents were asked the optional question of what they needed in order to feel fulfilled in their work, 89% of respondents have qualitative feedback to share. In order of greatest importance respondents outlined the following:

- Connection to patron, communities, making a difference
- Supportive leadership
- Teamwork, respectful, collegial workplace
- Need professional learning to feel fulfilled
- Appreciation, recognition
- Meaningful work, the big picture, a sense of purpose
- Making progress, achieving tasks and goals, successful accomplishment, having an impact
- Challenging work
- Time
- Variety of work
- Autonomy

When respondents were asked what motivated them to seek a career in libraries or library-related fields, 89% of respondents provided open-ended feedback. The greatest number of responses included:

- an enjoyment in helping others;
- appreciating being involved in libraries because there are seen as important social spaces for democracy and social justice and/or that libraries make healthy communities;
- liking the opportunities for lifelong learning and/or they enjoy finding information, being curious, and pursuing knowledge that come with library work;
- that they had a positive initiating experience such as 'falling into the role' or being a student library assistant.

When asked how the BCLA could better serve their professional learning needs and interests, 87% of respondents provided open-ended responses. The leading responses related to specific ideas for professional learning—there was little internal consistency within this feedback however, the responses were often highly individualistic and diverse. A smaller amount of feedback related specifically to the BCLA conference, but this, again, was highly diverse. Nearly 16% of the qualitative data was related to regional considerations and this somewhat corresponds with the region representation of respondents; approximately 27% of respondents are outside the Lower Mainland and Vancouver Island (52% and 21% respectively). With 73% of respondents living within a 100km radius of Vancouver, making a case for south coast locations is a challenging case to make. Online, self-paced training as well as visiting trainers to remote communities, might be the most effective way to meet the needs of those outside of the south coast.

When respondents were asked how the Libraries Branch of the British Columbia government (part of the Ministry of Education) could better serve their professional learning needs and interests, respondents were less engaged in this question. Given the lower qualitative response rate and the nearly 9% of responses who specifically outlined their own lack of awareness about the libraries' branch, it can be said that this unit does not factor into a large proportion of library workers' professional learning experiences. The majority of responses related to specific ideas for professional learning while these are diverse, a sampling of quotations is provided above. Funding was also a leading factor associated with respondents' feedback about this branch.

2.1 Core Competencies—Outline

As with the 2016 project, the survey constructs and questionnaire items were informed by the American Library Association's (ALA) Core Competencies of Librarianship.⁸ This taxonomy of core competencies provided a consistent baseline between the two survey projects as well as alignment with professional learning aspects developed by authoritative experts. The ALA's core competencies of librarianship are grouped into the following eight sections. Subpoints to each competency are outlined below.

1. Foundations of the profession
2. Information resources
3. Organization of recorded information and knowledge
4. Technological knowledge and skills
5. Reference and user services
6. Research
7. Continuing education and lifelong learning
8. Leadership, administration, and management

Question 1 of the questionnaire was complex as it asked participants to rank these eight competencies in two ways. First, participants had to consider their experience in their current professional role and from this perspective then rank these competencies in order of what they perceived was most needed in order to feel confident in delivering effective library service. Participants were able to hover their mouse over each competency for an expanded listing of each competencies' subpoints. Second, participants were then asked to indicate their actual confidence level for each. Asking these two questions allowed researchers to gauge the difference between perceived and actual professional competency confidence. By identifying these competency gaps, it became possible to see which competencies require the greatest professional learning interventions to meet the needs of respondents.

1. Foundations of the profession
 - 1A. The ethics, values, and foundational principles of the library and information profession.
 - 1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
 - 1C. The history of libraries and librarianship.
 - 1D. The history of human communication and its impact on libraries.
 - 1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.

⁸ The American Library Association's Core Competencies of Librarianship (2009). Retrieved on February 1, 2019 from:

<http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

- 1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
 - 1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.
 - 1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.
 - 1I. The techniques used to analyse complex problems and create appropriate solutions.
 - 1J. Effective communication techniques (verbal and written).
 - 1K. Certification and/or licensure requirements of specialized areas of the profession.
2. Information resources
- 2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
 - 2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de- selection.
 - 2C. Concepts, issues, and methods related to the management of various collections.
 - 2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.
3. Organization of recorded information and knowledge
- 3A. The principles involved in the organization and representation of recorded knowledge and information.
 - 3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
 - 3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.
4. Technological knowledge and skills
- 4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
 - 4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.
 - 4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.

- 4D. The principles and techniques necessary to identify and analyse emerging technologies and innovations in order to recognize and implement relevant technological improvements.
5. Reference and user services
- 5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
 - 5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.
 - 5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
 - 5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
 - 5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
 - 5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.
 - 5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6. Research
- 6A. The fundamentals of quantitative and qualitative research methods.
 - 6B. The central research findings and research literature of the field.
 - 6C. The principles and methods used to assess the actual and potential value of new research.
7. Continuing education and lifelong learning
- 7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.
 - 7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.
 - 7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.
 - 7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
8. Leadership, administration, and management
- 8A. The principles of planning and budgeting in libraries and other information agencies.
 - 8B. The principles of effective personnel practices and human resource development.

- 8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.
- 8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
- 8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.

2.1a Core Competencies—Rankings

Question 1a:

Please rank all of the following competencies you need in order to feel confident in delivering effective library service in your current role. [Required question with fill in the blank option] [Include same hover-over options as above]

1. *Foundations of the profession*
2. *Information resources*
3. *Organization of recorded information and knowledge*
4. *Technological knowledge and skills*
5. *Reference and user services*
6. *Research*
7. *Continuing education and lifelong learning*
8. *Leadership, administration, and management*

List any additional competencies you wish to include

Results

Ranked Core Competencies of Librarianship	Sum*	Mean	Diff	Rank
Technological knowledge and skills	622	3.29		1
Leadership, administration, and management	745	3.94	0.65	2
Information resources	789	4.17	0.23	3
Foundations of the profession	792	4.19	0.02	4
Reference and user services	838	4.43	0.24	5
Continuing education and lifelong learning	893	4.72	0.29	6
Organization of recorded information and knowledge	1001	5.30	0.57	7
Research	1123	5.94	0.65	8

*lower scores equate to higher rank across all respondents

Table 9. Results of Rankings of Core Competencies across all respondents

Discussion

This question asked about importance of the core competencies. When questionnaire participants were asked to rank the eight core competencies they felt they needed in their current role in order to feel confident in delivering effective library service, respondents overwhelmingly agreed that technological knowledge and skills were most important. Research, that is the fundamentals of different methods and awareness of current research in the field, was deemed of least importance.

Highlights

7. Respondents were asked to consider their current role and then rank what they perceived as the most important eight core competencies they felt they needed in order to deliver effective library service.
8. Respondents' ranking of Core Competencies was broken into three groups based upon differences in mean rankings.
 1. The competency ranked most high was *Technological knowledge and skills*.
 2. Most competencies ranked somewhere in the middle. These included: *Leadership, administration, and management; information resources; foundations of the profession; reference and user services; and continuing education and lifelong learning*.
 3. The lowest ranked competencies were *Organization of recorded information and knowledge* and *Research*.

2.1b Core Competencies—Confidence

Question 1b:

Please indicate your confidence level for each. [Required question, grid option provided]

- Very confident
- Somewhat confident
- Neutral
- Somewhat unconfident
- Very unconfident

Results

Competencies Confidence	Valid	Aver	Rank
Foundations of the profession	202	4.40	1
Reference and user services	201	4.19	2
Information resources	202	4.13	3
Continuing education and lifelong learning	202	4.03	4
Technological knowledge and skills	202	3.96	5
Organization of recorded information and knowledge	202	3.95	6
Research	197	3.88	7
Leadership, administration, and management	202	3.49	8

Table 10. Tabulated results of Confidence with Core Competencies across all respondents

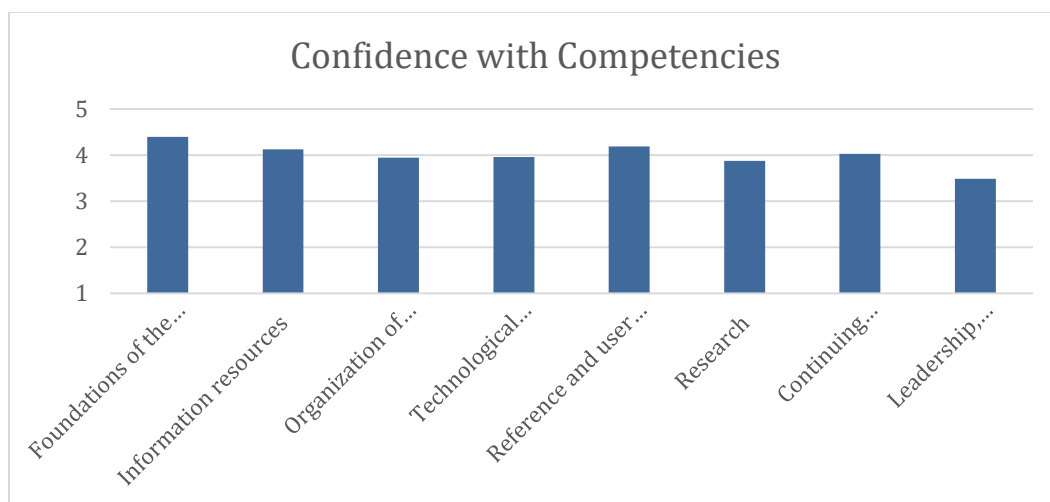


Figure 9. Bar graph of Confidence with Core Competencies across all respondents

Discussion

This question asked about perceived confidence of the core competencies. On a 5-point Likert scale from very unconfident to very confident, the range of values was identified from a low of 3.49 for *Leadership, administration, and management* to a high of 4.40 for *Foundations of the profession*. It is important to note that the self-reported confidence range between competencies was close indicating that no specific competency was particularly strong in relation to the others. Equally important, the confidence range was all positive meaning that on average respondents all felt varying degrees of positive confidence. Even the lowest level confidence competency of *Leadership, administration, and management*, was still reported in the positive as somewhat confident. Overall, respondents overwhelmingly report feeling confident in the competency options provided.

Comparison of needed competencies with actual competencies

When comparing the needed competencies with the actual, self-reported, competencies of respondent confidence levels, the following relational trends dominate. To be clear, this trend analysis is broad and generalizations cannot be made. A second, more advanced, phase of analysis that focuses on responses by library worker group would reveal more clarity on these important similarities and differences. However, it is constructive to note the following relational trends when considering the respondents as a whole.

Noteworthy competency relationships

Respondents report *Technological knowledge and skills* as the most important competency needed for their work. However, their actual level of confidence to deliver this service is ranked fifth out of eight. This is a noteworthy gap. *Leadership, administration, and management* was ranked as the second most important competency needed for their work, but this same competency was ranked last in actual level of confidence self-reported. This is also a noteworthy gap.

Less noteworthy competency relationships

Information resources ranked third for both needed and self-reported confidence suggesting that workers' levels of competence with *Information resources* is well-aligned with their confidence to do this work. A similar trend for *Foundations of the profession* was also noted. Respondents ranked it as their highest level of competency confidence and it was of medium importance in their ability to do their work. From this relationship, it appears that most workers are somewhat more competent in *Foundations of the profession* than what is actually required in their work. Given the importance of these foundational principles to intersect at many points of library work, such over-qualification can only be a good thing. Clearly, BC's library workers are highly knowledgeable and deeply committed to the foundations of their profession.

Reference and user services was ranked fifth as a needed competency, but ranked second for actual level of self-reported competency. This may have more to do with the nature of this survey's sample. Librarians accounted for 62% of survey respondents and given that most library workers involved in reference and user services are librarians, rather than library technicians or assistants, it would make sense that most respondents see this competency as closely related to their actual work. Respondents ranked *Continuing education and lifelong learning* as of lower need to their ability to do their work and ranked it of medium relevance regarding their actual level of confidence with this.

The *Organization of recorded information and knowledge* was ranked low as a competency respondents needed in order to feel confident in delivering effective library service in their current role and was also ranked fairly low in terms of a competency respondents felt confident with. This indicates that library workers generally feel a lower level of confidence in their abilities with the *Organization of recorded information and knowledge*; however, this is less often an aspect of their work. Given the other seven competencies, it is not pressing competency to address.

Finally, *Research* is a competency which ranked of least relevance to respondents as something needed in order to feel confident in delivering effective library service in their current roles. Furthermore, it ranked second lowest as a competency respondents felt competent in. It would be helpful here to probe this competency further with regards to employee group. For example, are librarians in different library settings more in need of *research* competencies than others? Regardless, of all the competencies requiring professional learning interventions, *research* is the least important.

Highlights

- When questionnaire participants were asked to rank their levels of confidence with the eight core competencies, respondents generally felt confident. On average, respondents felt somewhat to very confident across all Core Competencies.
- Competency was ranked as follows, starting with greatest level of self-reported confidence and ending with lowest self-perceived confidence:
 1. Foundations of the profession
 2. Reference and user services
 3. Information resources
 4. Continuing education and lifelong learning
 5. Technological knowledge and skills
 6. Organization of recorded information and knowledge
 7. Research
 8. Leadership, administration, and management

- When comparing levels of confidence between needed competencies over actual competencies, it is clear that the following competencies are in greatest need of professional learning intervention:
 - Technological knowledge and skills
 - Leadership, administration, and management
- A number of needed competencies are well-aligned confidence levels. These competencies with moderate need of professional learning intervention include:
 - Foundations of the profession
 - Information resources
 - Continuing education and lifelong learning
 - Reference and user services
 - Organization of recorded information and knowledge
- The competency in least need of professional learning intervention appears to be:
 - Research

2.2 Key important issues facing BC libraries today

Question 2:

What key important issues facing BC libraries today can be addressed by professional learning? [Optional fill in the blank question]

Results

Of the 204 total questionnaire respondents, 182 (89%) respondents provided open-ended responses when asked what important issues facing BC Libraries can be addressed by professional learning. Qualitative coding assigned 25 coding nodes. The top codes, that is those with 5% coverage or greater of the written responses, included the following in descending order of greatest coverage.

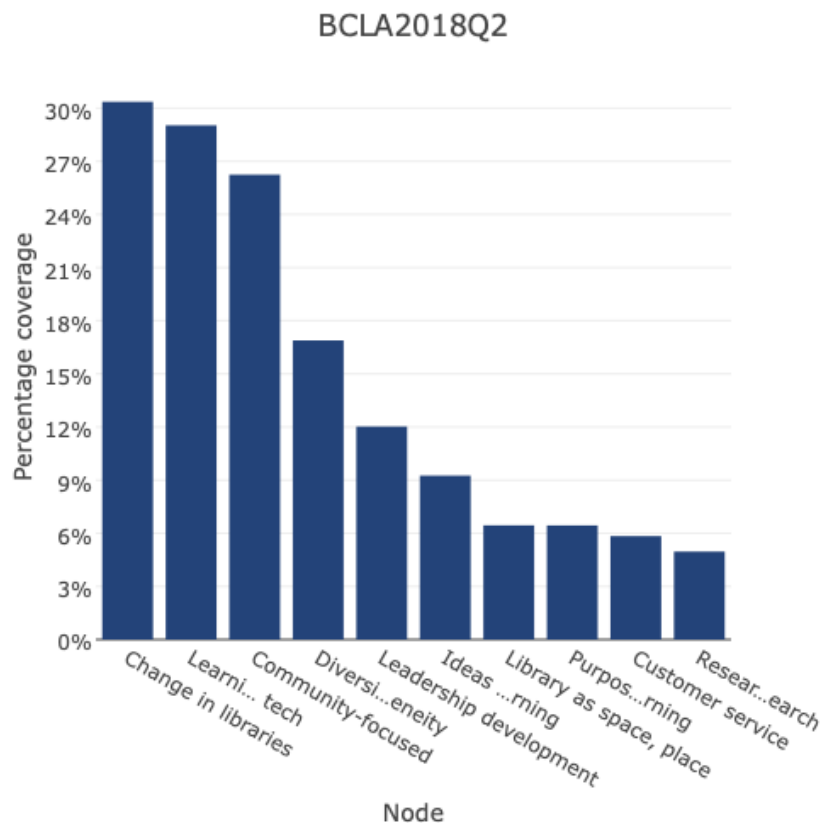


Figure 10. Key important issues facing BC libraries today as identified by respondents who provided qualitative feedback

Coverage	Top coded nodes
30.36%	Change in libraries
29.03%	Learning IT, metadata, tech
26.24%	Community focused
16.89%	Diversity, inclusion, Indigeneity
12.02%	Leadership development
9.25%	Ideas for professional learning
6.44%	Library as space, place
6.44%	Purpose of professional learning
5.84%	Customer service
4.97%	Research training, engaging in research

Table 11. Key important issues facing BC libraries today as identified by respondents who provided qualitative feedback

Those with less than 5% coverage included:

- Connecting with other libraries and librarians
- Indigenous issues, the TRC
- Time
- Marketing, promotion, branding
- Methods of professional learning
- Data, assessment, evaluation
- Open access
- Mandatory professional learning,
- Digital strategy, content, and collections
- Librarians in relation to other staffing groups
- Rural issues
- Precarious employment
- Mentoring
- Costs, funding
- Partner with other associations like ALA

Discussion

This question solicited a very high degree of interest as 89% of respondents provided open-ended responses. Approximately one third of these responses identified **change in libraries**, **learning information technology** (including metadata), and, **being community focused** as the most important issues in BC libraries which professional learning needs to address. Often, change in libraries was not specified and referred to a general sense of change within libraries overall. The staffing component, most notably librarians, was key to navigating this change. However, some respondents indicated that not all librarians were comfortable with this role.

“Helping librarians shift their attitudes and culture to a more agile, flexible one - where ongoing learning and change is expected and embraced, and where we view ourselves as change leaders for our communities.”—Respondent

“As with all libraries across Canada, BC libraries struggle to be relevant and visible to all people. Funding is a major issue with libraries and leadership. The underlying issue that all libraries face is the workforce that is unable or unwilling to change. In an industry where change is inevitable, there is always an individual, a group who will not embrace the very purpose of libraries. Change is always a part of any workplace and the library is no different. I think that keeping libraries open and democratic places is key to embracing change. This can be managed through professional learning.”—Respondent

The role of boards in embracing change was also noted.

“Resistance to change, particularly among some senior staff and longtime Board members, might be mitigated by exposing them to examples of positive change throughout the profession (normalizing changes). The same holds true of the profession's values which might not be known or shared by some staff and trustees in remote communities.”—Respondent

Most instances of change that were specified outlined technology as the leading catalyst for the change. This included both library staff and patrons learning new technologies.

“Changing cultural and social responsibility in our society has moved libraries into prominence as they become the visible source of technology access for many patrons that would not or could not normally access new technologies. At the same time, libraries have become the source of knowledge, resources, assistance and even warmth for those who have no traditional access to these things on a daily basis.”—Respondent

Not all respondents outline a focus on becoming comfortable with technology as entirely positive.

“I think there needs to be some focus on core library values, as they sometimes get lost in the rush to embrace technology.”—Respondent

Being community focused was the third most important issue facing BC libraries today and the three leading concepts were often linked together.

“The changing landscape. We are no longer a book warehouse, not that the physical books are going anywhere. Not only are libraries adding technology and collections of things, they are returning to one of the things they use to be - a place where anyone and everyone can hang out.”
—Respondent

The focus on structuring professional learning around the needs of patrons and the communities that libraries serve was of considerable importance. Numerous demonstrative quotations from respondents outline specific ways that professional learning can address the needs of communities.

“The increased role of BC libraries as community hubs and community resources for not only information resources but also social resources could be supported with professional learning about how to support individuals needing access to those resources, and how to connect them. I'd also love to see some sort of concerted effort for BC Libraries to become leaders in the process of Truth and Reconciliation. I see other fields offering entire conferences around this for professional development, where I've seen library conferences offer 1 or 2 sessions, if any, in recent years per conference.”—Respondent

“With the downloading of government services onto libraries, our patrons are increasingly needing assistance accessing and working with government services which have moved to online-only, or online-predominant format (eg. Employment Insurance, Social Assistance, BC Housing, immigration forms, Revenue Canada). More professional learning opportunities are needed which would give front-line library staff more specific knowledge of government departments, forms, procedures, etc. Often front-line staff do not have the knowledge needed to assist patrons in any way that is more in depth than locating and printing forms.”
—Respondent

Diversity, inclusion, and Indigeneity were outlined by multiple respondents as important issues currently facing BC libraries. Professional learning interventions in BC would be wise to cover topics related to inclusive workspaces and public services. Specific areas of inclusive service included the following aspects: multi-lingual patrons, race, patron mental health, LGBTQ, multiple age programs, homelessness, addictions, new immigrants and refugees, poverty, under-served patrons, non-traditional patrons and intersectionality. Being inclusive of Indigenous issues was also listed as important to respondents.

A significant number of respondents outlined their need for safety and sensitively training to deal with an increase in patrons with mental health challenges and/or

addictions. Numerous respondents want training so they and their patrons can feel safer in their workplace.

“Direction and training from BCLA on how BC libraries can approach library service during the opioid crisis for both public and academic libraries.”

Respondents outlined **leadership development** as a somewhat important issue that professional learning can assist with. Succession planning was noted repeatedly. Many of those respondents interested in leadership development, want to participate in professional learning which covers operational and logistical aspects such as how to run effective meetings, project management, and human resources training.

“Moving into leadership (succession planning), knowledge and continuing development outside traditional librarian knowledge (i.e. how to facilitate meetings, effective use of time, difficult conversations/patrons, mental health first aid, etc.)”—Respondent

“With the large number of leaders and managers who are early in their careers, support for those roles is essential. This support might look like educational opportunities in areas like: HR and administration, records management, working with unions and coaching”—Respondent

While numerous respondents reported **ideas for professional learning**, there was little consistency was suggested. The range of ideas included metadata and cataloguing standards, cultural competency, project management, privacy, and core values.

The concept of a **library as a unique social space or place** was reported by a significant number of respondents.

“Making the library a ‘third space’ for as many people as possible - and providing the resources for customers and staff to support.” — Respondent

“Changing cultural and social responsibility in our society has moved libraries into prominence as they become the visible source of technology access for many patrons that would not or could not normally access new technologies. At the same time, libraries have become the source of knowledge, resources, assistance and even warmth for those who have no traditional access to these things on a daily basis.” —Respondent

Those respondents who outlined **the purpose of professional learning** included the following points: being better able to serve patrons, keeping up to date and relevant to patrons, and staying attuned to the fundamentals of librarianship.

“Transformation within the profession of services and user services/needs. These are “changing” but when one scratches the surface the importance of continued teaching of the fundamentals on how to find, use and store services and tools is so important. [It] includes a responsibility to build/offer continuing education and learning for librarians/library staff and customers on research methodology “beyond Google”- encouraging critical thinking skills.” —Respondent

Ensuring high-quality **customer service** was identified by respondents as a pressing issue currently facing libraries in BC. Some noted that providing a good customer service experience could be challenging when libraries were under-staffed. Others saw good customer service as essential for ensuring libraries remained well-used. Because of such a variety of questions from diverse patrons, some respondents noted providing consistent and high-quality customer service was not straightforward.

“customer service, i.e. elevating the user experience as a means of library advocacy.” —Respondent

“Excellence in Customer Service.” —Respondent

“Working with communities and the public to create strong relationships. Addressing a changing political climate and negotiating censorship, democratic, and equity issues.” —Respondent

Research training and engaging in research was only mentioned by eight respondents. This is consistent with the lack of interest in research as a core competency in question one. Those few who did identify research training felt that there was a lack of sufficient research in public library settings, particularly regarding youth services. Also, those few who were interested in conducting empirical research felt ill-prepared to pursue this and wanted training in this area.

Highlights

- Professional learning interventions would be wise to address the following issues: Change in libraries; Learning IT, including metadata; being community focused; diversity, inclusion, and Indigeneity; and leadership development.
- As with section 2.1, research is not a pressing issue.

2.3 Becoming aware of professional learning opportunities

Question 3:

How do you become aware of professional learning opportunities? [Required question, drop down]

- *BCLA list-servs*
- *Other list-servs*
- *Notifications through my employer*
- *I seek them out*
- *Word-of-mouth*
- *Other*

Results

A fairly equal distribution of awareness mechanisms were revealed.

Those who responded within the ‘other’ option noted the following ways of becoming aware of professional learning opportunities:

- ABCPLD meetings and messages
- Advertising through the UBC iSchool.
- ALA
- Alberta Email newsletter
- Arcan
- ARLIS
- BC Libraries Co-op
- BCMA
- BiblioCommons
- Co-workers
- Copyrightlaw email list
- Direct mail from training/education providers.
- edX- Education Institute
- Eventbrite
- FSGOpen
- Happenstance
- Island Link Federation
- Ladies Learning Code/Canada Learning Code
- Library friends
- Library Journal
- LinkedIn
- Listservs for specific interests and issues, like Creative Commons, privacy, tech issues, open access, online surveillance, etc.

- Local colleges'/universities' continuing education calendars
- Marigold
- meet-up.com
- Monthly emails from libraryaware.com (Marigold Library System - Prof. Devel. Resources)
- Other Library Directors
- Pacific Northwest Data Curators email list
- PMI listserv (Project Management Institute)
- Special Libraries Association
- SSIR (Stanford Social Innovation Review)
- SSP (Society for Scholarly Publishing)
- Through library federation.
- Vancouver Science and Engineering librarians association
- Vendors' emails
- Via municipality and other local public service organizations
- WebJunction

Discussion

While list-servs continue to be leading mechanisms through which respondents become aware of professional learning opportunities, there is a fairly equitable mix of awareness mechanisms. Respondents seem to have figured out mechanisms which would for them.

Highlights

- There is a fairly equitable mix of awareness mechanisms.

2.4 Preferred ways to engage in professional learning

Question 4:

Which of the following would appeal to you as a way to engage in professional learning?

[Required yes/no question with field for fill in the blank]

- *Conference presentation attendance*
- *Conference workshops (before, during, or after the formal program)*
- *Online classes offered through professional associations*
- *In-person classes offered in-house (e.g. Human Resource workshops, IT workshops, Equity and Inclusion, etc...)*
- *Online academic coursework for credit (e.g. university or college courses, etc...)*
- *In-person classes offered through professional associations*
- *Informal professional learning community organized by the library (e.g., communities of practice, brown bags, journal clubs, etc...)*
- *In-person academic coursework for credit (e.g. university or college courses, etc...)*
- *Online classes offered in-house*
- *Other*

Results

This question had a formatting problem so it is difficult to determine trends. However, what was clear was that there is little consistency about respondents' preferences for ways to engage in professional learning.

Those who responded within the 'other' option noted the following would appeal to them as ways to engage in professional learning:

- Conventions
- I really enjoyed the Community Librarian Training Program.
- In person training
- Literature searches and reading articles or books, either that I've sought out and discovered or that have been recommended to me
- MOOCs not for credit
- One-off webinars, from professional associations and vendors
- Retreats--eg several day long "intensive" courses in person
- Webinars

"We have for several years increasingly moved away from professional library assn's, eg., ACRL, for professional development as the group seems to professional lag behind other professional assn's in learning events and thinking."—Respondent

Discussion

There is little consistency about respondents' preferences for ways to engage in professional learning. Responses were very individualistic. There were repeated comments about respondents missing the Community Librarian Training Program.

Highlights

- There is little consistency about respondents' preferences for ways to engage in professional learning. Responses were very individualistic. There were repeated comments about respondents missing the Community Librarian Training Program.

2.5 Factors limiting participation in professional learning

Question 5:

Which of the following limit your participation in professional learning? (Please select all that apply) [Required question with field for fill in the blank]

- Time
- Finances or funding
- Geographical distance
- Insufficient employer support
- Family obligations
- Health and/or personal mobility
- Other _____

Results

Funding was the greatest limitation to professional learning participation, followed closely by time. All other challenges were of mixed importance.

Below are some representative quotations of respondent insights. These quotations include the challenges of work-life balance, an urban-rural divide, perceived differences between library types such as academic vs. public vs. special, and in small libraries insuring that there is adequate staffing while a worker participates in professional learning.

“There just seems to be a lack of professional learning opportunities. Coming from the K-12 teaching world where PD is well-developed, well-organized, and extensive, finding similar PD/continuing educational opportunities in the library field is difficult.”—Respondent

“As a full-time LibTech student and part-time public library employee, I'm challenged to find funding and support for training for para-professionals. The nature of my online program restricts my class choices and the nature of my low seniority in my workplace restricts my eligibility for professional development support. I'm having trouble proving to my employer that it's worth offering financial and logistical support for me to attend conferences and workshops because I'm "just" a part-time worker. Currently I live in a rural setting so I was eligible for a scholarship to attend BCLA. Eventually I'm going to need to move to a larger city for more job opportunities - I'm concerned that I will then no longer be eligible for any kind of support to pursue PD.”—Respondent

"I'm really fortunate to have employer support (working in an academic library) -- but as a single parent it is almost impossible to find the time, and especially to attend things in person."—Respondent

"Distance is a challenges for me. I would like to attend more professional development and prefer in-person opportunities, but the travel time between where we live and where the opportunities are is often too great. Furthermore, because I am the only person in my department, there are very few days available where I don't have to deliver programs and can actually be absent."—Respondent

"Feeling unwelcome at academic library-focused pro-d events. Need more aimed at public libraries."—Respondent

"Most of the BCLA programming is geared toward public library services. As a special librarian, very few of the opportunities are applicable to my work."—Respondent

"With better funding for my small library I could have a half person to staff circulation desk so I could fully partake with these kind of learning opportunities. I have limited hours and the needs of patrons must come first, so if I'm registered and someone needs me, the class has to wait or I miss out."—Respondent

"Lack of directly relevant courses that I want to take; MLIS programs in Lower Mainland don't offer professional development for alumni (I want to take just a few courses that I wasn't able to take while completing MLIS); scheduling of many in-person courses doesn't fit my schedule; many offerings aren't relevant to special libraries (too public and/or academic library focused)."—Respondent

Discussion

Funding was the greatest limitation to professional learning participation, followed closely by time. All other challenges were of mixed importance.

Highlights

- Funding was the greatest limitation to professional learning participation, followed closely by time. All other challenges were of mixed importance.

2.6 Feeling fulfilled in work

Question 6:

What do you need in order to feel fulfilled in your work? [Optional fill in the blank question]

Results

Of the 204 total questionnaire respondents, 182 (89%) respondents provided open-ended responses when asked about what they need in order to feel fulfilled in their work.

Coverage	Top coded nodes
27.99%	Connection to patron, communities, making a difference
22.80%	Supportive leadership
20.70%	Teamwork, respectful, collegial workplace
20.03%	Need professional learning to feel fulfilled
13.72%	Appreciation, recognition
12.91%	Meaningful work, the big picture, a sense of purpose
10.46%	Making progress, achieving tasks and goals, successful accomplishment, having an impact
9.25%	Challenging work
8.99%	Time
8.11%	Variety of work
5.77%	Autonomy

Table 12. What respondents reported as needing in order to feel fulfilled in their work

BCLA2018Q6

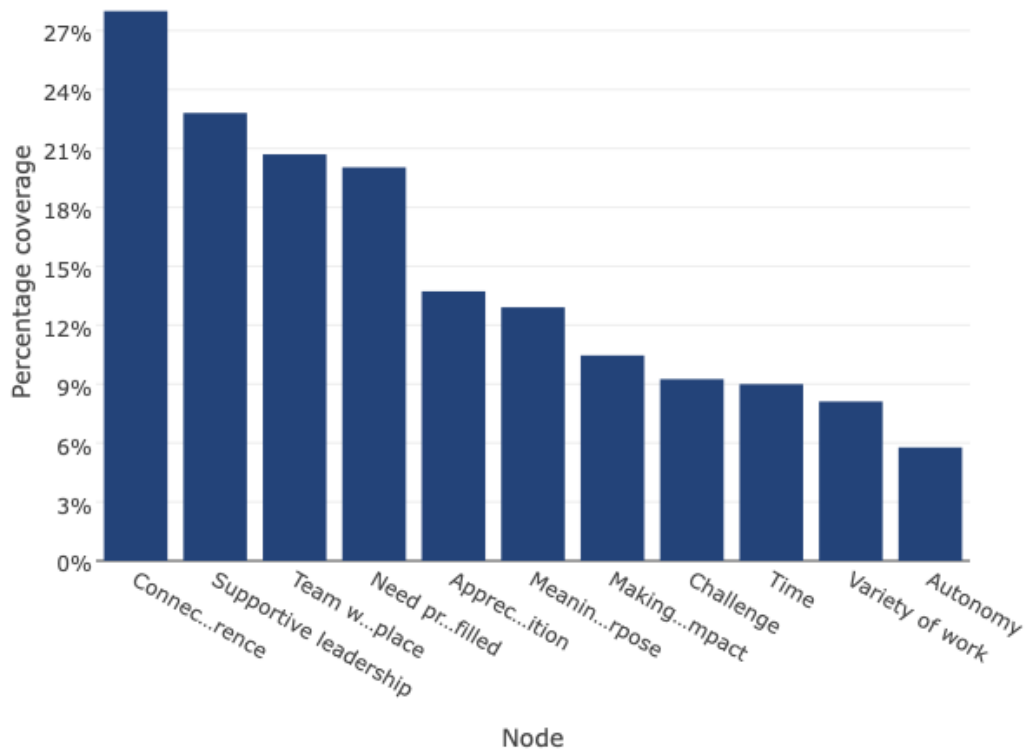


Figure 11. What respondents reported as needing in order to feel fulfilled in their work

Under 5% coverage included the following additional themes in descending order: Connecting with other librarians and libraries; consultation, involvement, collaborative decision-making; research training or engaging in research; costs covered or funding; problem-solving; diversity, inclusion, Indigeneity; compensation; creativity; mentoring; library schools; work-life balance; precarious employment.

Key quotations from respondents are listed below:

“Understanding the meaning and value behind what I do. Feeling we are needed and enjoyed by our communities. A respectful, supportive workplace that nurtures my professional development and emotional well-being.”—Respondent

“I feel most fulfilled when my organization assigns me challenging and rewarding work that makes good use of my expertise.”—Respondent

"To feel like I am making a contribution to my community through my work. To see the enjoyment of our patrons (particularly children, families, and teens) when they attend programming or use our services. To feel like I have the ability to make a difference by reaching out to groups that don't currently use the library and making them feel welcome and valued in our spaces."—Respondent

"That my work is aligned with my values, that I'm heard and appreciated, that I can help make a difference."—Respondent

"To feel connected the broader mission of our profession, to feel I am contributing to a better world."—Respondent

"Meaningful work tasks, good relationships with co-workers, and opportunities to interact with library patrons that support their informational requests."—Respondent

"Supportive administration, collegial working environment, agency to implement new ideas."—Respondent

"Completing reference and research requests that have a demonstrated usefulness to my client. (i.e. feeling satisfied that the work I completed was useful to my client)."—Respondent

"Having my work count for something. At the moment my work has little meaning, and there are very few growth opportunities available to me in my organization that would allow me to build my skills towards moving into more senior positions."—Respondent

"A safe to fail environment; the certainty that I can express concerns or give feedback and they will be heard; knowing that my staff feel both supported and challenged/empowered to grow and implement change."—Respondent

"Being intellectually challenged. Working with really good people. Having fun with those good people."—Respondent

"Open transparency from management, which I feel is threatened right now. I also need good team mates (which I thankfully do have), and enough staff on at any given time so that I can give good customer service. Also, meaningful interactions (however brief) at the desk."—Respondent

“A sense of purpose, that I am contributing to improved outcomes within my department and company.”—Respondent

“Finding answers for patrons, whether it be a book they're looking for, a research article, fixing their e-reader problems etc. Happy patrons.”—Respondent

“Supervisors who understand the work on the ground. Leadership that makes decisions based on user needs and use, not based upon their own career goals and workload desires.”—Respondent

“Libraries are not the private sector, leadership needs to understand that libraries are learning organizations and are very collaborative and grass roots. Top down approaches backfire as they erode trust. Library leadership is critical. And so often libraries continue to work well in spite of the current leaders, not because of them.”—Respondent

Discussion & highlights

When respondents were asked the optional question of what they needed in order to feel fulfilled in their work, 89% of respondents have qualitative feedback to share. In order of greatest importance respondents outlined the following:

- Connection to patron, communities, making a difference
- Supportive leadership
- Teamwork, respectful, collegial workplace
- Need professional learning to feel fulfilled
- Appreciation, recognition
- Meaningful work, the big picture, a sense of purpose
- Making progress, achieving tasks and goals, successful accomplishment, having an impact
- Challenging work
- Time
- Variety of work
- Autonomy

2.7 Motivations for seeking careers in libraries

Question 7:

What motivated you to seek a career in libraries or library-related fields? [Optional fill in the blank question]

Results

Of the 204 total questionnaire respondents, 181 (89%) respondents provided open-ended responses when asked about what motivated them to seek a career in libraries or library-related fields. Twenty-one codes were applied to the different respondent references.

Coverage	Top coded nodes
35.88%	Helping others
27.07%	Libraries as important social spaces, democratic, social justice, libraries make healthy communities
25.30%	Lifelong learning, finding information, being curious, pursuing knowledge
20.59%	Positive initiating experience
15.44%	Fits interests and personality
14.43%	Love books and reading
9.45%	Open-access, free access to information, not for profit
8.26%	Enjoy reference work, readers' advisory, searching
8.07%	Job security, benefits
7.19%	Working with the public, customer service
6.71%	Work environment
5.99%	Value libraries, lover of libraries, user of libraries

Table 13. Responses when asked why respondents were motivated to seek a career in libraries.

BCLA2018Q7

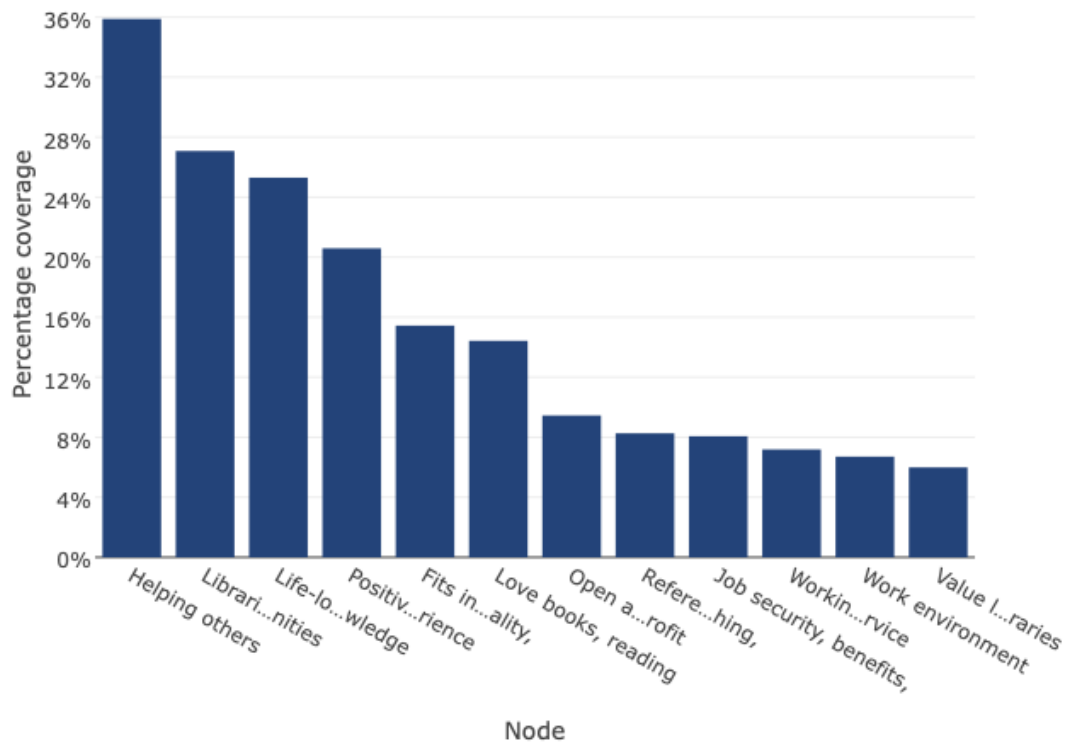


Figure 12. Responses when asked why respondents were motivated to seek a career in libraries.

Less than 6% coverage included: variety of work tasks and opportunities; like organizing and organized environments; like technical work and working with technology; helping and/or working with children, teens, and/or families; helping and/or working with students and/or instructors; pay or compensation; building collections; teaching; conducting empirical or theoretical research.

Key quotations from respondents are listed below:

"I enjoy problem solving, research, helping people who are actively looking to improve their lives and their communities. I like systems of organization and bringing order to chaos."—Respondent

"The opportunity to contribute to a field that assists, supports, and encourages life-long learning for everyone in our society."—Respondent

“Honestly, for me it was about finding a career that aligned better with being a parent, as my previous work required me to commute. That said, I have always been passionate about the power of storytelling and writing to affect change, build connections, and even heal people's lives. I am also a strong advocate for public places in our fast-paced world, where stillness and yes quiet, can still be found. Not as an entity in itself, but as the gateway to learning, imagining, connecting, and playing.”—
Respondent

Discussion & highlights

When respondents were asked what motivated them to seek a career in libraries or library-related fields, 89% of respondents provided open-ended feedback. The greatest number of responses included:

- an enjoyment in helping others;
- appreciating being involved in libraries because there are seen as important social spaces for democracy and social justice and/or that libraries make healthy communities;
- liking the opportunities for lifelong learning and/or they enjoy finding information, being curious, and pursuing knowledge that come with library work;
- that they had a positive initiating experience such as ‘falling into the role’ or being a student library assistant.

2.8 Meanings of 'leading from any position'

Question 8:

What does 'leading from any position' mean to you? [Optional fill in the blank question]

Results

Of the 204 total questionnaire respondents, 180 (88%) respondents provided open-ended responses when asked what "leading from any position" meant to them. Thirty-three codes were applied to the different respondent references and eleven of those were above 6% coverage of qualitative responses.

Coverage	Top coded nodes
47.27%	Informal, regardless of any formal position or role
14.55%	Leading by example
14.27%	Supportive, collaborative, team awareness, inclusive, inviting ideas
12.05%	Getting things done, having impact, showing initiative
8.44%	Empowerment
8.00%	Cynicism about 'leading from any position' (trendy, catch-phrase, cliché, etc...)
7.41%	Being positive
7.14%	Being open
6.86%	Organizational alignment
6.61%	Organization is decentralized, flat
5.81%	Autonomy, empowered to make decisions

Table 14. Responses when asked what 'leading from any position' means to respondents

BCLA2018Q8

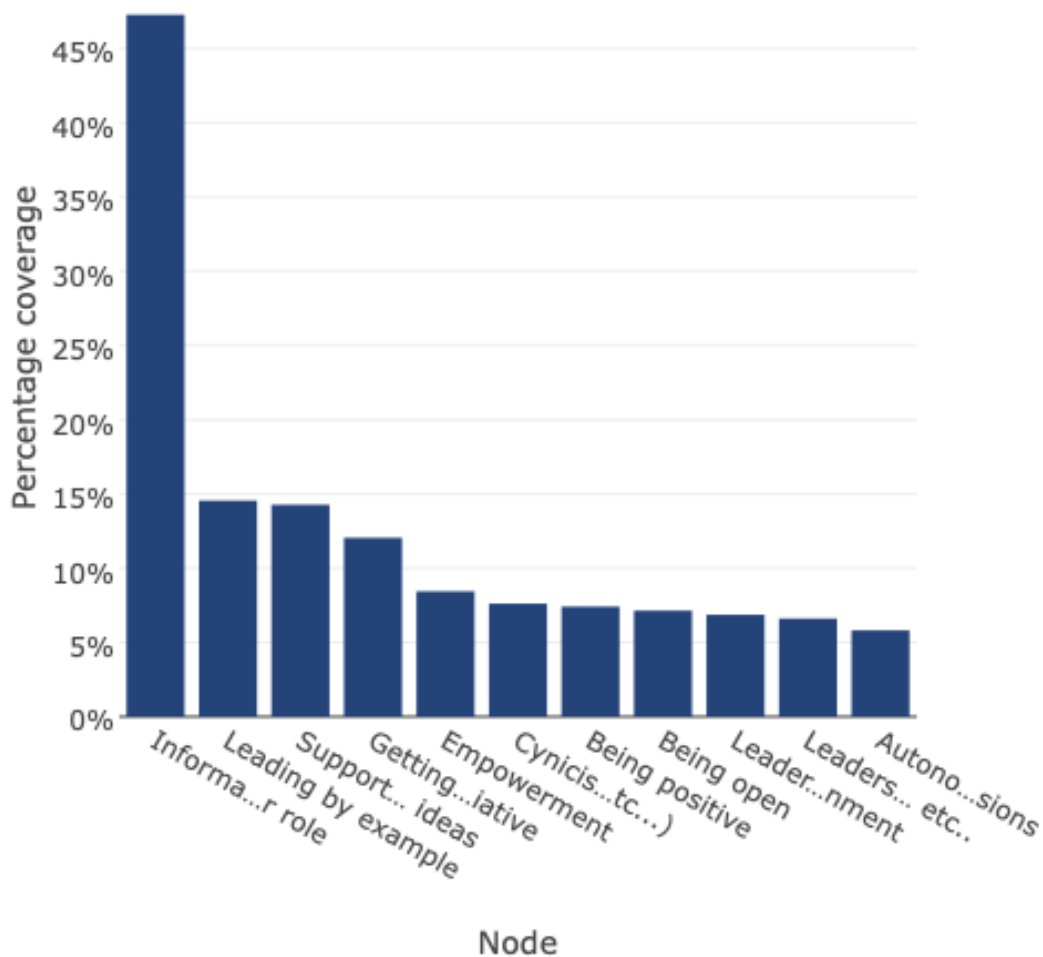


Figure 13. Responses when asked what ‘leading from any position’ means to respondents

Under 6% coverage: difficult workplace culture; courage, speaking-up; humility, thoughtful, ‘getting hands dirty’; user focus; inspiring; decision-making; taking ownership, accountability; frustration with leadership; expertise, high quality, knowledgeable; responsibility; change making, risk taking; trust, integrity, respectful; sense of service, servant leadership; keep informed, keep learning; vision, values; relationships; librarians in relation to other staffing groups; library technicians; highlight strengths; mentorship.

Key quotations from respondents are listed below:

*“Sometimes, you need to lead and sometimes you need to follow.”—
Respondent*

"A flat organization, rather than a hierarchy. Leaders aren't just at 'the top,' but throughout all levels of the library."—Respondent

"Leadership as philosophy, attitude, state of mind - not a status, position or a form of command and control."—Respondent

"It means that leadership is not about a title so much as it's a philosophy. If a person has the right attitude and motivation, they can lead."—Respondent

"Means anyone can be a leader in an organization even if they're not a supervisor or manager."—Respondent

"You don't need to be the library director to be a leader!"—Respondent

"Leadership skills are important at all levels, and a person can be a leader no matter what their role in an organization."—Respondent

"Leading from any position means that everyone, from the pages to the library manager, has a role in leading the direction or the tone of the library."—Respondent

"It means that staff with passion in a particular area are supported, encouraged, and empowered to advocate for and spearhead change in that area, whatever their position might be in the organization. It means a culture of bottom-up rather than top-down change, grassroots initiatives, and staff-led projects. It means flexibility in roles and capitalizing on the strengths of individuals. It means that management sees each staff member as a whole person rather than as a list of job duties."—Respondent

Discussion & highlights

When asked what 'leading from any position' meant to them, 88% of respondents provided qualitative feedback. Overwhelmingly (47%), respondents felt it meant having an informal role with leadership qualities regardless of any formal position or role.

2.9 How BCLA can better serve professional learning

Question 9:

How can the British Columbia Library Association (BCLA) better serve your professional learning needs and interests? [Optional fill in the blank question]

Results

Of the 204 total questionnaire respondents, 177 (87%) respondents provided open-ended responses when asked how the BCLA could better serve their professional learning needs and interests?

Thirty-one codes were applied to the different respondent references and ten of those were above 3% coverage of qualitative responses.

Coverage	Top coded nodes
30.45%	Ideas for professional learning (specific)
19.34%	BCLA conference
15.78%	Regional considerations
14.05%	Methods of professional learning, preferences or suggestions
8.89%	Cost, funding considerations
8.50%	Feedback for BCLA (specific)
4.30%	Notifications about professional learning opportunities
4.20%	Public libraries and/or librarians
3.48%	Connecting with other librarians and/or libraries
2.95%	Academic libraries and/or librarians

Table 15. Ways respondents suggest that BCLA can better serve their professional learning needs and interests

Those codes with coverage less than 3% include: time; frustration with leadership; what does work; practical professional learning; librarian relations to other staff groups; library technicians; learning IT, metadata, and tech; positive feedback; what doesn't work; library schools; library leaders; paraprofessionals; leadership development; workplace culture; digital strategy, content, and collections; value of professional learning; collaborating with organizations like ALA; purposes of professional learning; traditional library work; research training, engaging in research; mentoring; data, assessment, etc...; social media; self-directed professional learning; diversity, inclusion, Indigeneity.

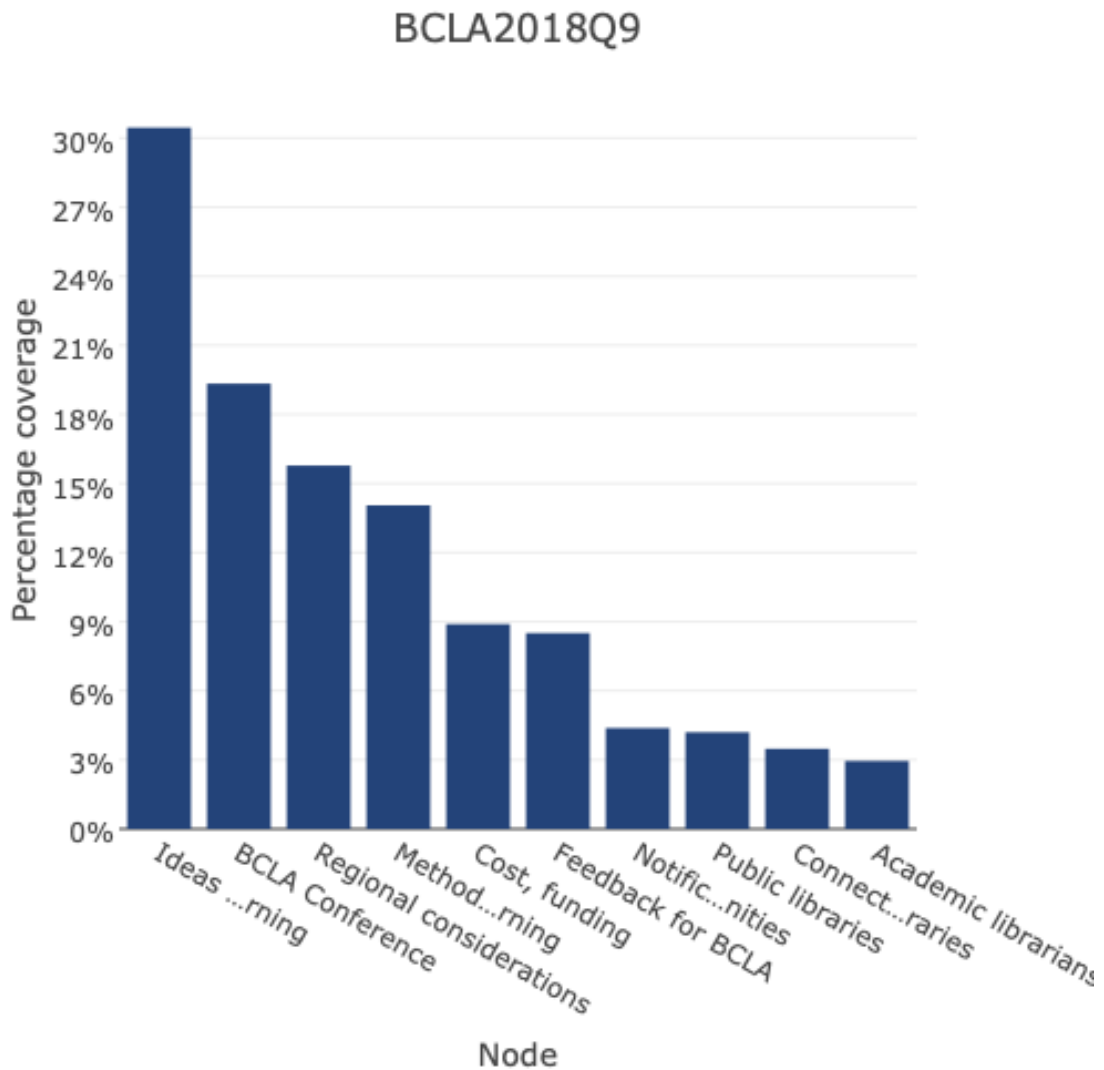


Figure 14. Ways respondents suggest that BCLA can better serve their professional learning needs and interests

Key quotations from respondents are listed below:

“Provide guidance on common policies, offer professional development opportunities in a wider range of topics. E.g I feel very confident in my reference and reader's advisory skills, but I need more help as a new supervisor to make the right decisions on administrative matters.”—Respondent

“Access to free online classes on a variety of topics that can be taken at any time.”—Respondent

"More webinars, more online learning and more opportunities for collaboration with other librarians both online and in-person (for example, the wonderful events YAACS hosts to bring children's librarians together to share ideas). I'd love to see an online forum where librarians could communicate, share and develop ideas together - listservs are a frustrating format, a BCLA website with various notice boards and shared boards to post and have discussions on would be much easier."—Respondent

"GET THE WORKSHOPS OUT OF THE LOWER MAINLAND! Everyone beyond Hope is beyond hope."—Respondent

"I think the BCLA can act as a clearinghouse for the many professional development sources around the globe. And not only for library courses but other courses that would be of interest and importance for library staff."—Respondent

"Many libraries in BC are small and are geographically removed from large urban centers. Having online training would be beneficial. I cannot give up a whole day to training, when over half of that is travel, but I can devote a few hours to it."—Respondent

"More short and focused online courses/webinars that are practical rather than theoretical."—Respondent

"A more coordinated and enduring program of prof learning opportunities."—Respondent

Specific feedback for BCLA

"At this point, I have pretty much given up looking to BCLA for professional learning opportunities. There just isn't much offered for academic librarians that live outside of Vancouver."—Respondent

"BCLA currently feels very lower-mainland focused."—Respondent

"I wish their [sic] was a way for casual and auxiliary staff (both professional, paraprofessional and clerical) to feel more included within the association."—Respondent

"Make your membership fees lower and make your conferences more inclusive. I haven't attended the BCLA conference for 5 years now as I

never see enough for my area (technical services and acquisitions) to justify the cost of the conference. Moreover, the conference is naval-gazingly focused on the lower mainland and services towards public libraries.”—Respondent

“Recognize that there are more than public librarians who are members of BCLA. All too often, it feels like this association caters to public librarians and neglects academic and special library needs.”—Respondent

“While I do like the BCLA its highly silo'd and I don't see librarians being able to improve communication within the association. We view it as a one-off for professional activity. Professionally its been replaced by non-library groups.”—Respondent

“I think there needs to be added capacity, we need to invest more resources in BCLA - the ED should be full-time, Admin should be full-time and there should be another fulltime employee to coordinate professional learning for the province as well - at least three full-time employees working for BCLA.”—Respondent

“Honestly, BCLA doesn't play an active role in my work so any role would be an improvement.”—Respondent

“Work to encourage greater support on the part of employers (money, time, recognition of efforts).”—Respondent

“BCLA might consider compiling a catalogue of resources for training - that would save us a lot of time when we go looking for a trainer for respectful workplace or customer service or project management, etc.”—Respondent

“I think the BCLA can act as a clearinghouse for the many professional development sources around the globe. And not only for library courses but other courses that would be of interest and importance for library staff.”—Respondent

“I think it's time BCLA moves away from serving Public libraries only and adapts the OLA model to be inclusive of academic librarians. They don't even have the support of the big university librarians in BC. It's such a failure on part of an association to not be able to motivate or attract librarians from academia to join them or advocate for them. BCLA should join in with CAPAL for example and host a joint conference for congress next year.”—Respondent

“A more coordinated and enduring program of prof learning opportunities.”—Respondent

“Recognize the profession, first of all.”—Respondent

Discussion and highlights

When asked how the BCLA could better serve their professional learning needs and interests, 87% of respondents provided open-ended responses. The leading responses related to specific ideas for professional learning—there was little internal consistency within this feedback however, the responses were often highly individualistic and diverse. A smaller amount of feedback related specifically to the BCLA conference, but this, again, was highly diverse. Nearly 16% of the qualitative data was related to regional considerations and this somewhat corresponds with the region representation of respondents; approximately 27% of respondents are outside the Lower Mainland and Vancouver Island (52% and 21% respectively). With 73% of respondents living within a 100km radius of Vancouver, making a case for south coast locations is a challenging case to make. Online, self-paced training as well as visiting trainers to remote communities, might be the most effective way to meet the needs of those outside of the south coast.

2.10 How the Libraries' Branch can better serve professional learning

Question 10:

How can the Libraries Branch of the British Columbia government (part of the Ministry of Education) better serve your professional learning needs and interests? [Optional fill in the blank question]

Results

Of the 204 total questionnaire respondents, approximately 35% of respondents provided open-ended responses when asked how the Libraries Branch could better serve their professional learning needs and interests.

Twenty-three codes were applied to the different respondent references and ten of those were above 3% coverage of qualitative responses.

Coverage	Top coded nodes
48.87%	Ideas for professional learning
29.37%	Cost, funding
15.60%	Methods of professional learning
11.17%	Outliers
8.67%	Lack of awareness about the libraries' branch
7.34%	Regional considerations
6.95%	Rural
5.61%	Self-directed professional learning
5.41%	Access to professional learning
4.81%	Learning IT, metadata, tech

Table 16. Ways respondents suggest that the Libraries' Branch can better serve their professional learning needs and interests

Those codes with coverage less than 3% coverage included: practical professional learning; CLTP; Connecting with other librarians and/or libraries; value of professional learning; partner with other organizations like ALA; librarians in relation to other staffing groups; library technicians; challenges to professional learning; mentoring; purposes of professional learning; diversity, inclusion, Indigeneity; library schools; library technician training; library as space, place.

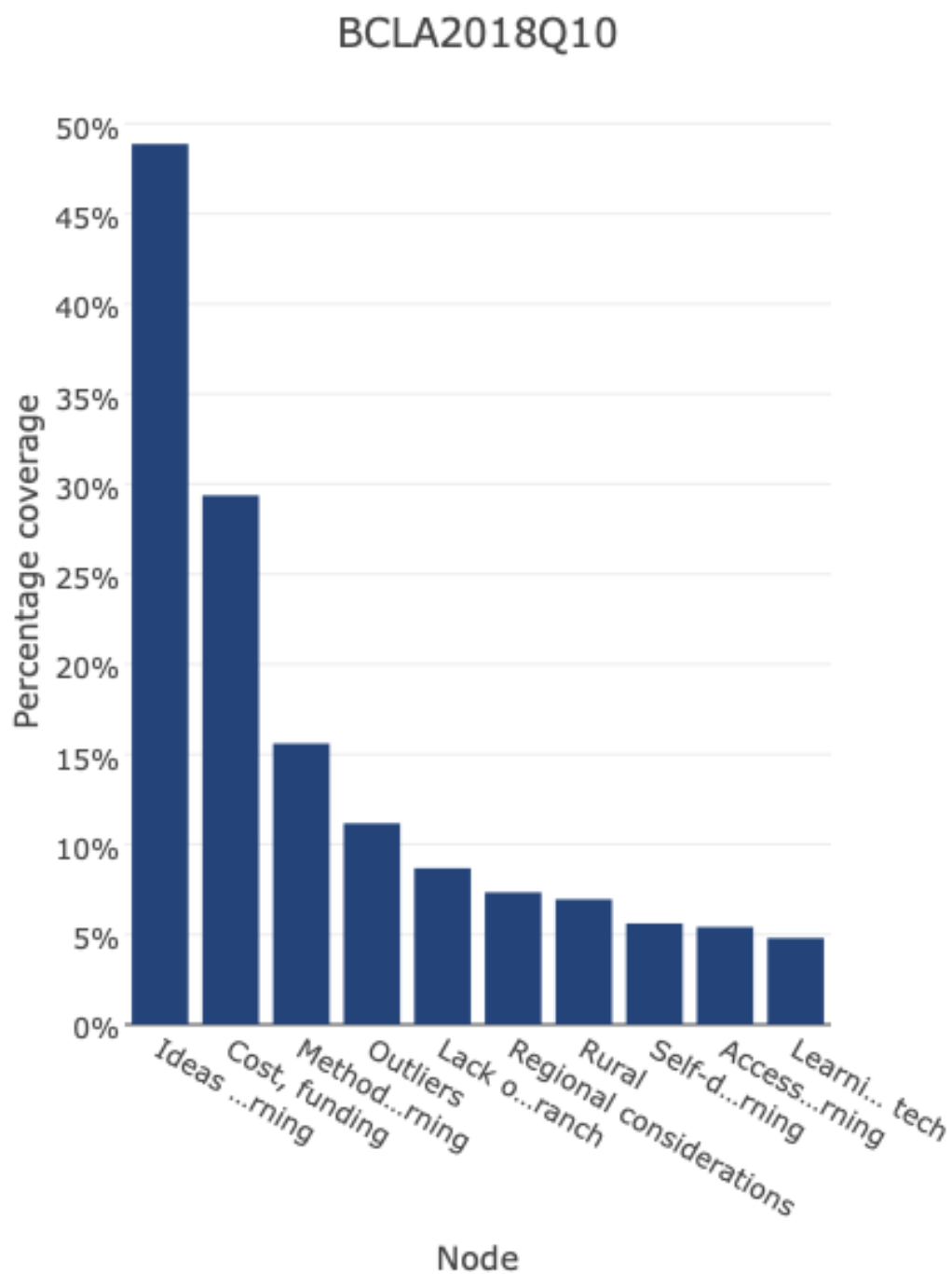


Figure 15. Ways respondents suggest that the Libraries' Branch can better serve their professional learning needs and interests

Outlier responses are those quotations which contained content not captured by the code themes. Often these are very specific messages of feedback.

"I would love to see training in filling out reports and such. Maybe there is something that I am unaware of."—Respondent

"Fund the printing of the YAC magazine."—Respondent

"I might be really dreaming now but I wonder why there isn't a pay scale for librarians similar to the one that exists for teachers, where years of experience are cross-referenced with degree of training, to calculate rate of pay?"—Respondent

"The annual provincial surveys and direction should include life-long learners, and not be solely focused on K-12 learners/library users."—Respondent

"It can focus on intellectual property and developing progressive policies to be implemented province wide. It can focus on reassessing the relationship it has with Access Copyright, like in terms of the obsolete and outdated agreement imposed on public libraries having printers and photocopiers on its premises."—Respondent

"Some L&L webinars or conference calls are open to new PL Directors to orient them to annual reports, the SOFI etc. I recommend opening these learning opportunities to any BCLA member so they can learn about parts of a Director's job while they are working towards this position. No other training available teaches about these aspects of the job and new Directors will be more confident and less harried if they have some knowledge before they are hired."—Respondent

"And by working with BC and federal governments to provide training and support for staff impacted by the downloading of government services onto libraries (see Q2)."—Respondent

"Better understating the current operations of libraries so they will support a more innovative and dynamic framework for learning."—Respondent

"More support for employers to encourage participation in development activities."—Respondent

"Libraries Branch can help in setting guidelines and standards for library staff."—Respondent

"Stop cutting budgets."—Respondent

"Stop pushing for RRU courses to happen so quickly and condensed. The content is excellent, but for someone working full-time+ it's just too much, too fast, and people are burning out."—Respondent

"Grant Librarians professional status."—Respondent

Key quotations from respondents are listed below:

"Recognize that an informed public is better served when those providing information are up to speed on all aspects of learning. So the Libraries Branch needs to continually find ways to supply PD for all library workers."—Respondent

"Skills to understand our own statistics and convey our return on investment, impact on the greater community so all across BC we are speaking the same language of value and priorities that our stakeholders speak."—Respondent

"Acknowledge, highlight, make libraries central focus of everyday life, provide Public Service campaigns, change the way the public sees libraries and library professionals. We don't just check-in and check-out books. Whether we are academic or public or special libraries make us stand out. We do a lot more for our communities than people know and teach library professionals how to talk about how amazing we are and what we do is amazing."—Respondent

"There's a libraries branch of the BC Gov't? Let us know they exist, actually interact with librarians, advocate for us, provide us with professional continuing ed. support."—Respondent

"Be more inclusive for all library workers professional development (including embracing and serving library information technology diplomas, for example - this means going beyond have LiT as a special interest group in BCLA - help break down the "walls" between MLIS and paraprofessionals - many time the learning needs and interests are similar)."—Respondent

"Stronger advocacy within the Ministry."—Respondent

“Funding is the most important. Second, ensuring that the annual survey metrics align with libraries’ reporting needs. More support in gathering impact data would be useful.”—Respondent

“Partnership with BCLA to develop another training program, similar to CLT Program. This benefited a lot of rural libraries with very little cost factor to consider.”—Respondent

“Not sure - I don't feel that they have been very involved or helpful and sadly I don't see that changing.”—Respondent

“Work together with us and the government to up funding to a more modern level. Think how much has changed in ten years and how would a small library ever be able to offer more or keep up with current levels unless the only work was on grants. I don't have the hours, staff or funds but need to help the people of my area upgrade skills and education.”—Respondent

Discussion & highlights

When respondents were asked how the Libraries Branch of the British Columbia government (part of the Ministry of Education) could better serve their professional learning needs and interests, respondents were less engaged in this question. Given the lower qualitative response rate and the nearly 9% of responses who specifically outlined their own lack of awareness about the libraries’ branch, it can be said that this unit does not factor into a large proportion of library workers’ professional learning experiences. The majority of responses related to specific ideas for professional learning while these are diverse, a sampling of quotations is provided above. Funding was also a leading factor associated with respondents’ feedback about this branch.

2.11 Additional professional learning insights

Question 19:

Please provide any additional insights you may have regarding professional learning in BC libraries. [Optional fill in the blank question]

Results

Of the 204 total questionnaire respondents, very few respondents provided open-ended responses when asked to provide any additional insights they may have regarding professional learning in BC Libraries that was not already covered in the questionnaire.

A number of codes were applied to the different respondent references and nine of those were above 6% coverage of qualitative responses.

Coverage	Top coded nodes
18.19%	Rural
11.75%	ideas for professional learning
11.21%	challenges to professional learning
10.19%	library technicians
7.18%	paraprofessionals
6.96%	Precarious employment
6.90%	Time
6.34%	Non-traditional library work
6.34%	Special libraries

Table 17. Respondent additional insights they may have regarding professional learning in BC Libraries

Other codes below 6% coverage included: value of professional learning; what doesn't work; notifications about professional learning opportunities; what does work; frustrations with leadership; mandatory professional learning; connecting with other librarians and/or libraries; library schools; library technician training; positive feedback; BCLA conference; workplace culture; diversity, inclusion, Indigeneity; feedback for BCLA; access to professional learning; learning IT, metadata, tech; sense of service; self-directed professional learning; regional considerations.

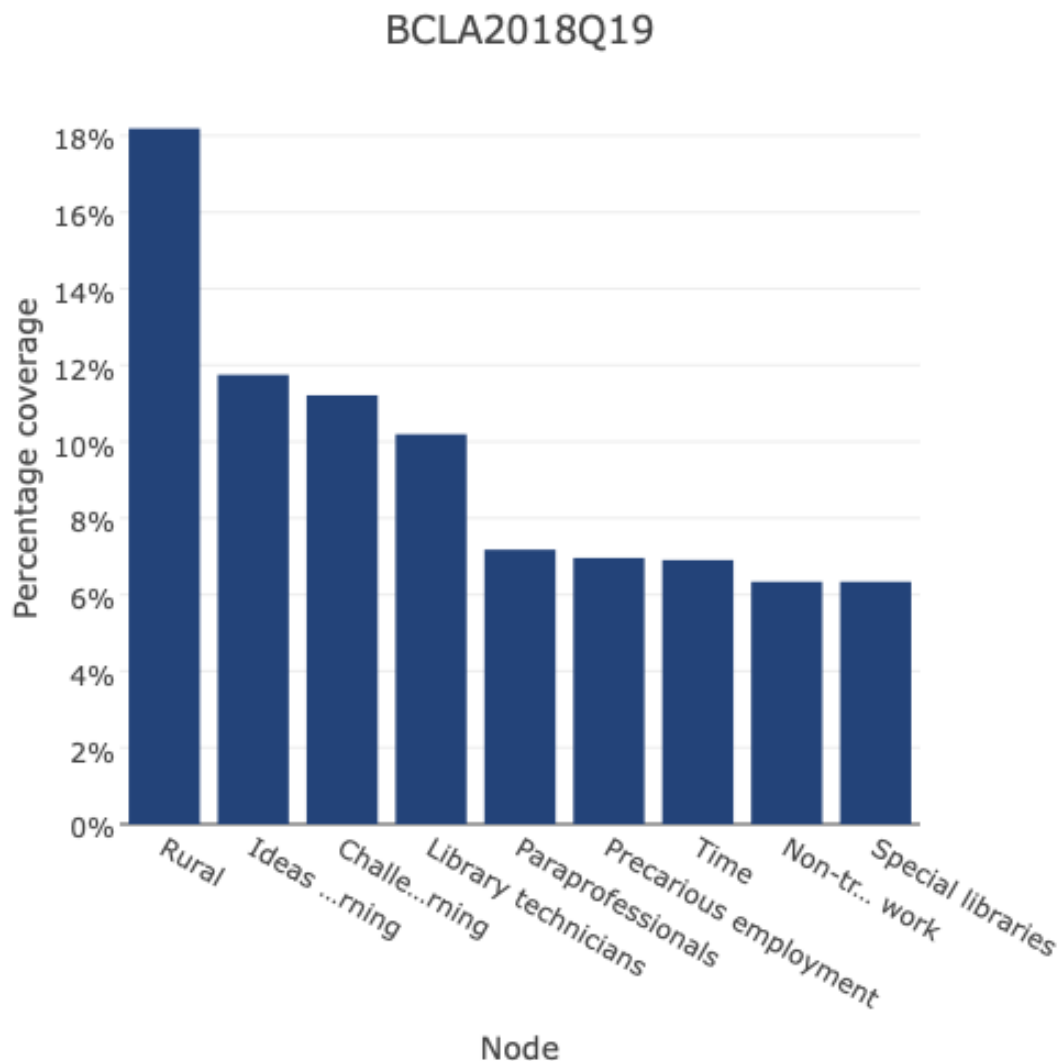


Figure 16. Respondent additional insights they may have regarding professional learning in BC Libraries

Key quotations from respondents are listed below:

“The ability to move with the business needs and times is critical - advocacy and having corporate sponsorship critical - thus to put those components into the learning courses in a deep, impactful way can help build the armour and skills individuals need to be resilient.”—*Respondent*

“There is often a gap between what senior management views as relevant professional development, and what is really required by those on the front line.”—*Respondent*

“I do feel that all library employees, at the very least, should take a foundational course in library values, ethics, history, and current trends. Perhaps BCLA or Libraries Branch could create a canned online course with no instructor which new remote employees could access at any time. The current trends section could be added to once every 1-2 years.”—*Respondent*

“I think it is hard sometimes for staff to see the importance of pro-d when they don't necessarily see the positive impact of it. It might be that there isn't a pathway to promotion, or they are overwhelmed and burnt out by their current work. It is hard to think about the future when you under-resourced in the present.”—*Respondent*

Discussion and highlights

When respondents were asked to provide any additional insights they may have regarding professional learning in BC libraries, the responses were few and diverse.

APPENDIX

Questionnaire instrument

1. Please rank all of the following competencies you need in order to feel confident in delivering effective library service in your current role. [Required question with fill in the blank option] [Include same hover-over options as above]
 - b. Please indicate your confidence level for each. [Required question, grid option provided]
 - Very confident
 - Somewhat confident
 - Neutral
 - Somewhat unconfident
 - Very unconfident
 - Foundations of the profession
 - Information resources
 - Organization of recorded information and knowledge
 - Technological knowledge and skills
 - Reference and user services
 - Research
 - Continuing education and lifelong learning
 - Leadership, administration, and management
2. What key important issues facing BC libraries today can be addressed by professional learning?
3. How do you become aware of professional learning opportunities? [Required question, drop down]
 - a. BCLA list-servs
 - b. Other list-servs
 - c. Notifications through my employer
 - d. I seek them out
 - e. Word-of-mouth
 - f. Other
4. Which of the following would appeal to you as a way to engage in professional learning? [Required yes/no question with field for fill in the blank]
 - Conference presentation attendance
 - Conference workshops (before, during, or after the formal program)
 - Online classes offered through professional associations
 - In-person classes offered in-house (e.g. Human Resource workshops, IT workshops, Equity and Inclusion, etc...)

- Online academic coursework for credit (e.g. university or college courses, etc...)
 - In-person classes offered through professional associations
 - Informal professional learning community organized by the library (e.g., communities of practice, brown bags, journal clubs, etc...)
 - In-person academic coursework for credit (e.g. university or college courses, etc...)
 - Online classes offered in-house
 - Other
5. Which of the following limit your participation in professional learning? (Please select all that apply) [Required question with field for fill in the blank]
- Time
 - Finances or funding
 - Geographical distance
 - Insufficient employer support
 - Family obligations
 - Health and/or personal mobility
 - Other _____
6. What do you need in order to feel fulfilled in your work?
7. What motivated you to seek a career in libraries or library-related fields?
8. What does 'leading from any position' mean to you?
9. How can the British Columbia Library Association (BCLA) better serve your professional learning needs and interests?
10. How can the Libraries Branch of the British Columbia government (part of the Ministry of Education) better serve your professional learning needs and interests?
11. Please indicate if you currently lead a library as a Chief Librarian, Library CEO, University Librarian, or equivalent. [Required question]
12. What type of library or related organization do you currently work in? [Required question]
13. Which of the following best describes how you identify yourself within BC's library community? (Please select all that apply) [Required question]
14. How long have you worked in libraries? [Required question]

15. What is your current employment status? [Required question]
16. In what region are you currently employed? [Required question]
17. Gender [Required question]
18. What is your age range? [Required question]
19. Please provide any additional insights you may have regarding professional learning in BC libraries.