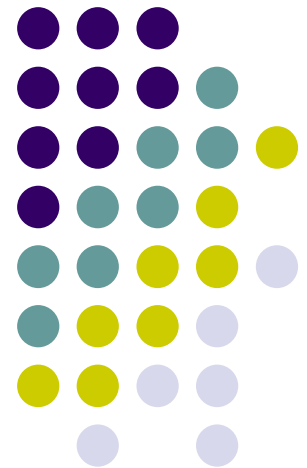


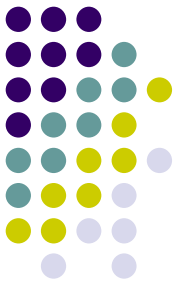
UNDERSTANDING LIBRARIANS' MOTIVATION TO PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES

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The 6th World Conference on Continuing
Professional Development and Workplace
Learning for the Library and Information
Professions, Oslo, 10 -13 August, 2005

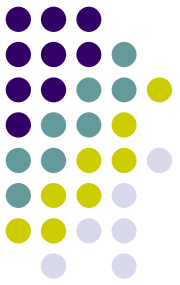


Outline of Presentation



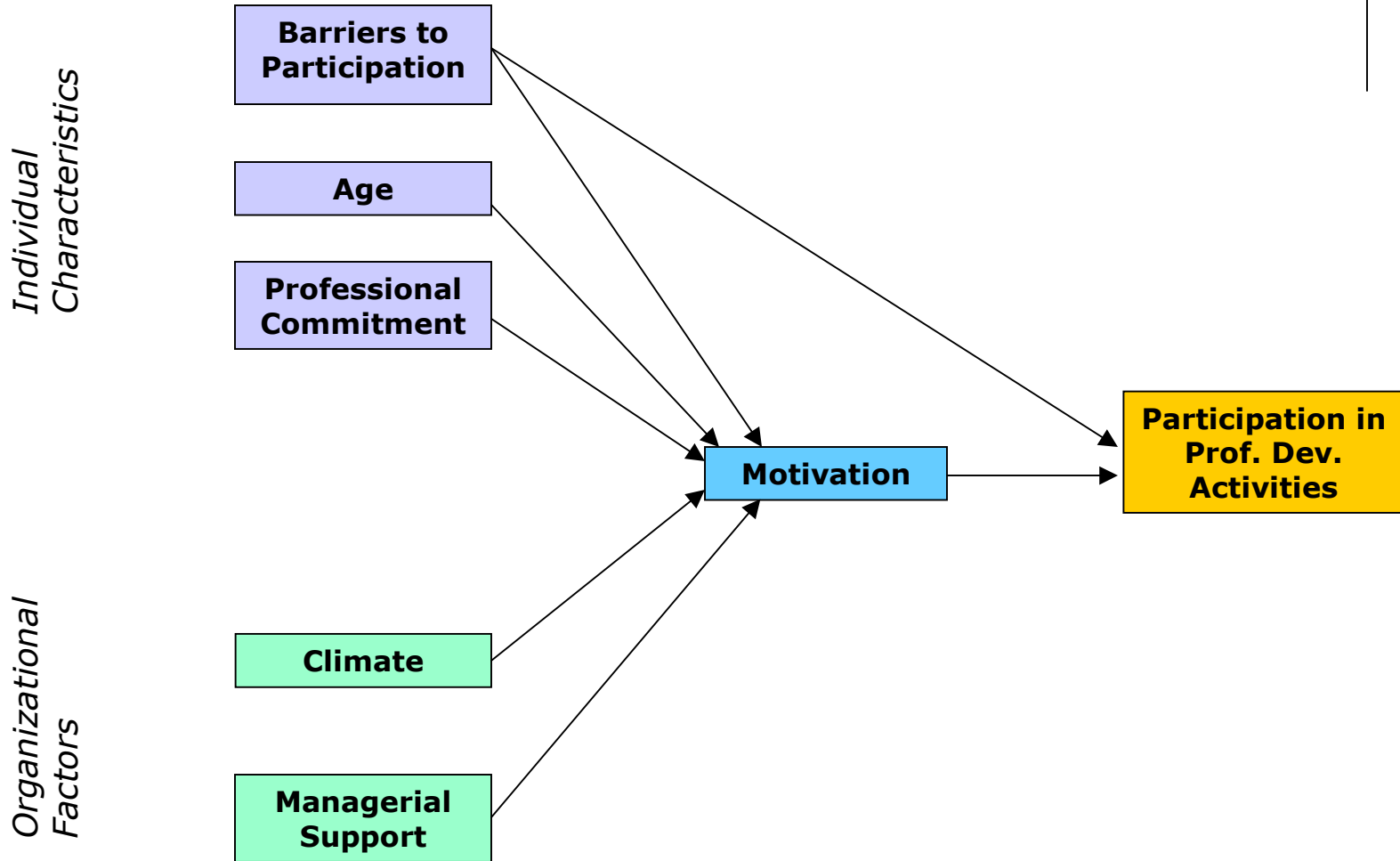
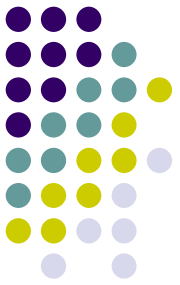
- Background of study
- Conceptual framework
- Methodology
- Results and Implications

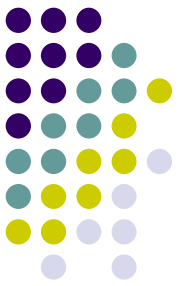
Background of Study



- Changing technologies
- Changing work practices
- Aging workforce
- Lack of information about training and development in libraries

Conceptual Framework

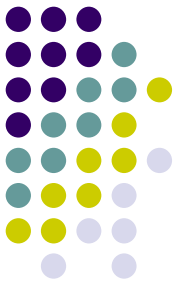




Methodology

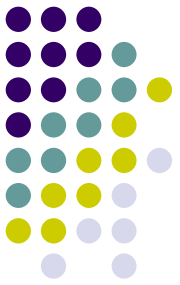
- Mail survey questionnaire of reference librarians
- 18 large urban library systems in Ontario
- Initial population: 733
- Completed surveys: 553
- Response rate: 75.4%

Description of the Population

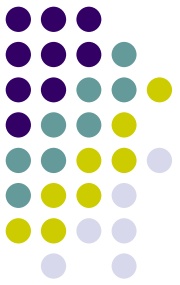


- Female: 82.5% (N=456)
- Average age: 47.0 years
- Average years in the profession: 16.6 years
- Full-time employees: 77.9% (N=431)
- Union member: 80.5% (N=445)
- Member of a professional association: 51.9% (N=286)

Participation

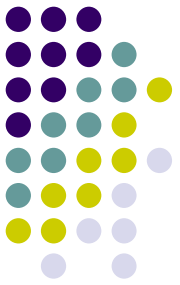


Professional Development Activity	Median hours in last 12 months	Mean hours in last 12 months	N
Formal	19.0	26.4	508
Informal	183.0	247.7	541



Modelling Motivation

- Multiple regression analysis to fit model of motivation
- Independent variables:
 - barriers to participation
 - age (years in the profession)
 - professional commitment
 - climate
 - managerial support

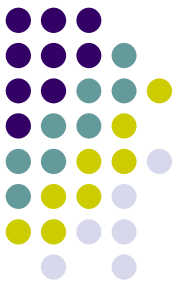


Motivation

Expectancy theory:

- Expectancy – perception that participation results in being up-to-date
- Instrumentality – perception that being up-to-date will lead to certain outcomes (“gets”)
- Valence – outcomes are valued (“wants”)

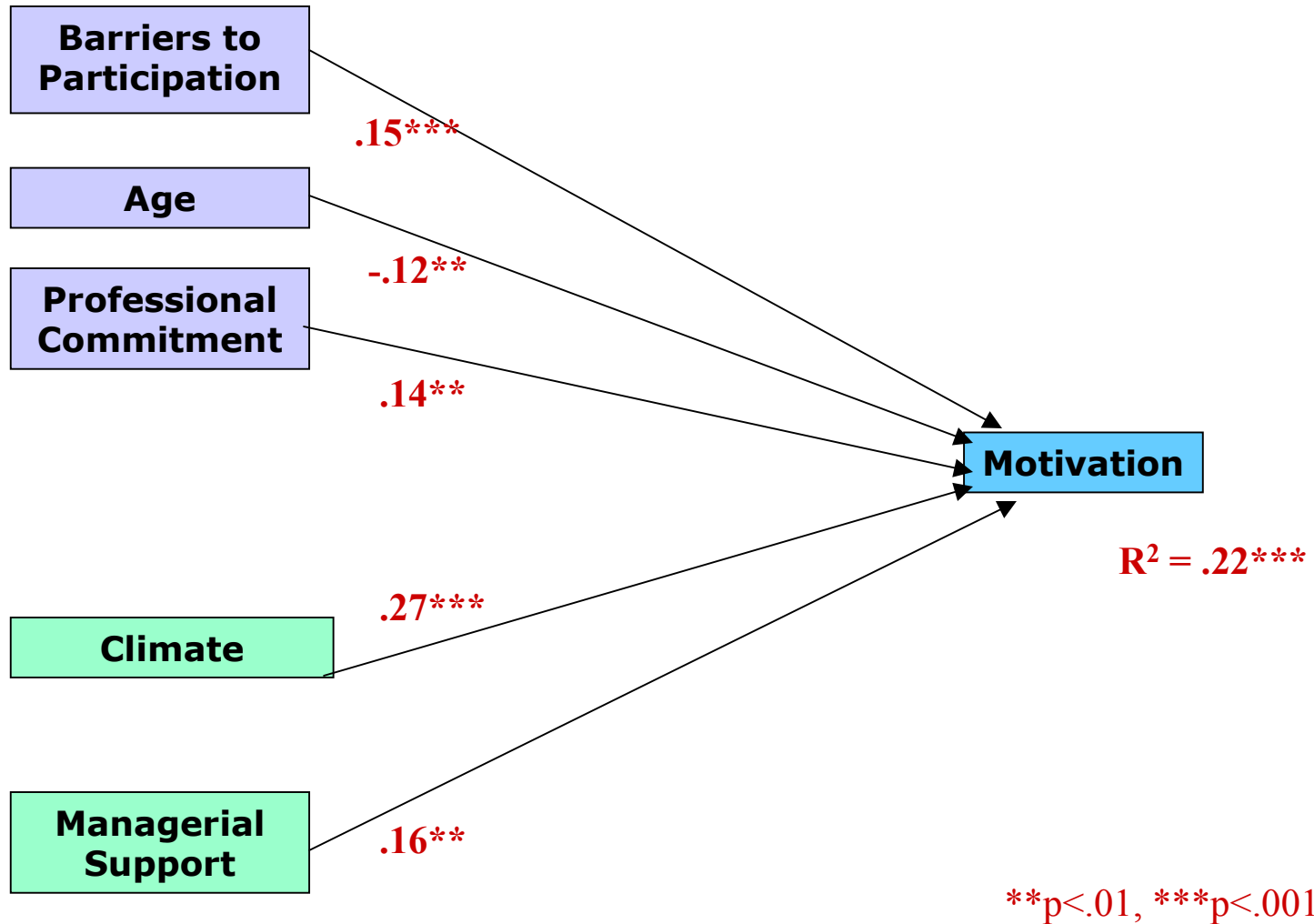
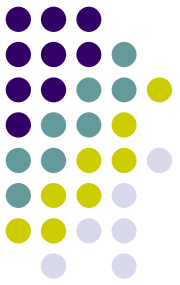
$$\text{Motivation} = \text{Expectancy} \cdot \text{Instrumentality} \cdot \text{Valence}$$



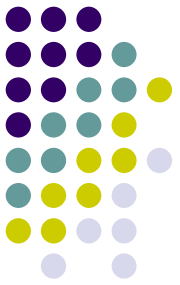
Motivation Scores

Variable	Average score	N
Motivation	54.0	541
Extrinsic (e.g., pay, recognition, job security)	37.0	541
Intrinsic (e.g., satisfaction, new knowledge)	70.9	542

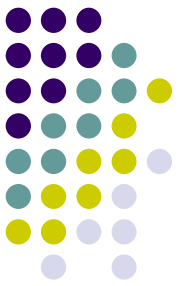
Model of Motivation



Implications



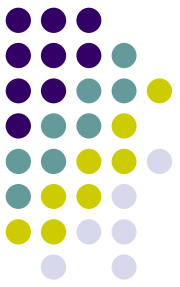
- Climate and culture of libraries
 - Establish policies that support learning culture
 - Implement policies in fair and transparent manner
 - Address workload issues



Implications (cont.)

- Role of managers
 - Arrange schedules to allow participation
 - Provide feedback
 - Assign opportunities to develop new skills
- Barriers to participation
 - Provide information about learning opportunities
 - Provide support for participation

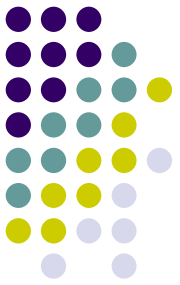
Comparing “Wants” and “Gets”



Personal satisfaction	4.53	4.30***
New knowledge	4.25	4.38***
Preparation for future	4.20	4.02***
Job security	4.10	2.01***
Influence work	4.00	2.66***
Pay	3.90	1.22***

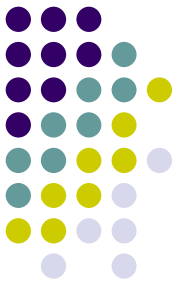
***Difference significant at $p < .001$ level

Implications



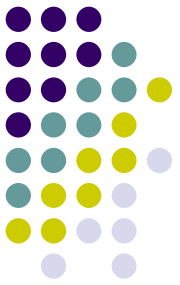
- Strengthen the linkage between participation in professional development and rewards
- Offer extrinsic and intrinsic rewards

Differences in Motivation



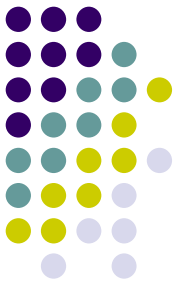
- Women – higher levels of intrinsic motivation
- Less than 15 years experience – higher levels of extrinsic motivation
- Union members – lower levels of extrinsic motivation
- Members of professional associations—higher levels of intrinsic and extrinsic motivation

Implications

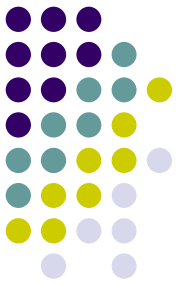


- Possible gender bias in policy implementation
- Motivating older workers
- Motivating in a unionized environment
- Encouraging professional association membership and activity

Summary of Implications



- Organizational policies about professional development
- Role of managers
- Range of rewards for participation in professional development
- Importance of membership in professional associations



Acknowledgement

Research funded by Social Sciences and
Humanities Research Council of Canada

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