

**THE NEED FOR CONTINUOUS (COMPETENCY-BASED)
TRAINING AND DEVELOPMENT OF LIBRARY STAFF IN A
PUBLIC LIBRARY**

by

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Dedication

I wish to dedicate this dissertation to my father, the late Mr Bharath Sewdass, whose courage, determination and support remains my source of inspiration forever.

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SUMMARY

Staff training, education and development has come to the forefront in most organizations. Managers and employers have realized the benefits of training and developing their staff and various government initiatives have been introduced that highlight this. Library and Information Services took some time to realize the importance of training and developing their staff, more specifically continuing professional development. The study investigates staff training, education and development at the Durban Metropolitan Library (DML) and establishes the perceptions of staff about current training and development offered. The need for, and appreciation of the training and development offered, was evident. No structured program for staff training and development exist in DML. It is recommended that DML implement the Chartered Institute of Library and Information Professionals, previously known as the Library Association, Framework for Continuing Professional Development if it intends to survive in the competitive, changing environment. This will ensure that the organization functions according to the promulgated government regulations and has skilled, competent staff.

Key Terms:

Competency-based training, continuing professional development, staff training, professional training, library and information professional development, human resources development, training, education, competency, skills development, continuing education and training.

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CHAPTER 1

INTRODUCTION

1.0. Introduction

In consultation with employees, one frequently hears stories such as “I am not productive and fully utilised”, “I did not receive any training in the past two years”, “I am not getting any feedback on my performance”, “I am not involved in decision-making and planning in this organisation”. Many employees share these complaints in the public library and its various departments and due to staff shortages, lack of finance and time, it is noticed that training is either overlooked or done on a rather superficial level. The challenges facing the public library, due to the radical changes in the political, social, technological, cultural and social environments, make it essential to educate, train and develop the skills of its employees.

Training and development has become the buzzword in South Africa during the past five years. The results of this are evident in the number of training and development companies and consultants that are practising today. It has also been stated that the success of training and development efforts by organisations is theoretically based on the organisation’s official training and development policy. Organisations’ training and development policies should focus on integrating job content training as well as management skills and leadership training in accordance with career levels (Van Dyk, Nel, Loedolff & Haasbroek, 1998).

Training and development has now come to the centre stage in most organisations and some organisations have gone to the extent of viewing it as the most crucial component of the organisation (Van Dyk et al., 1998). The focus on training and development is done as a result of the pressures exerted on organisations; these include competition, and economic, social, political and technological innovations. Libraries, especially public libraries, are faced with similar kinds of pressure. The literature surveys indicate that very little is being done about the importance of staff training and development (Pryor, 1999; Stillwell, 1997; Sentoo, 1997). Public libraries tend to use a very general form of staff training. It is felt that a more structured and specific form of training and development is required due to the unique nature of the library. Many do not perceive training and development as essential, particularly because the library is not regarded as a profit-making organisation. Furthermore, there appears to have been little discussion with regard to the training and development requirements of particular groupings of library personnel in specific situations in South Africa. As the researcher has been involved in staff training, it was observed that organisations or departments prefer to keep to themselves and to have independent training and development, rather than to share and interact with other similar organisations or departments to obtain training.

1.1. Statement of the problem

The aim of this study is to investigate continuing/competency-based training and development at the Durban Metropolitan Library (DML), to determine the staff perceptions of the continuing education, training & development that is being offered, and to recommend a more structured method of training and development that will benefit all staff.

Training and development is important not only for the individual but also for the organisation and the country as a whole. This research addresses the issue with reference to the education, training and development requirements of the staff at the Durban Metropolitan Library Services. This is the largest public library service in the Ethekewini Municipality (formerly Durban Metropolitan Area) and serves the needs of the users of Durban and its surrounding areas. With a staff compliment of approximately 270 employees, a lack of adequate staff training and development has been noticed, especially with regards to non-professional and professionally qualified staff.

The research will assist in determining the future directions regarding the continuous education, training and development of the staff at DML.

The study will explore the following:

- The extent of staff training and development in other institutions, with special emphasis on the Library and Information Services (LIS).
- The training and staff development structure at the Durban Metropolitan Library.
- Employee perceptions of the training and development presently practised.
- The training and development needs of the staff.
- The development/need for a continuing education, training and development framework.
- Benefits of such a framework for DML.

For the purpose of this study, training should be regarded as a process that engages focus on new ways of thinking but also includes value and attitude changes and the

acquisition of techniques or skills. Training and development can be viewed in the following ways:

- as a set of planned activities that increase job knowledge and skill;
- as a modification of attitudes and social behaviour in ways consistent with the goals of the organisation.

Training and development of all employees should feature as an integral part of any employer's plans if they intend to be successful in meeting the challenges they face while competing in present times (Agochiya, 2002; Gerber, Nel & Van Dyk, 1992).

1.2. Research Methodology

The research takes the form of an evaluation of the existing training programmes at DML via the use of empirical and non-empirical methods. A literature study of aspects of training and development in general, and in the LIS context in particular, was conducted and a survey in the form of a questionnaire, completed by a random representative sample of DML staff, and observation of the training process to gather data, were used.

The first step in the investigation was the literature study of the subject field. This review is important, as it will help to define the key concepts and to lay the framework for the study. Research reported on in business and other environments will be used as a basis for the application of training and development in the LIS environment. Special attention was paid to continuing, competency-based training in the Library and Information Service and staff employed in the LIS sector. This is also useful in complementing and interpreting the findings of the empirical investigation into the effectiveness of training at DML.

1.2.1. Research design

Research design can be defined as “the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure” (Mouton & Marais, 1990:32). The main aim of research design is to plan and structure a given research project in such a manner that the eventual validity of the research findings is maximised.

Major elements in the research process are the methodologies and data collection techniques employed. The existence of a variety of research methods, paradigmatic preferences and differences in phenomena, suggests that it is erroneous to assume that a single correct research methodology, that is appropriate for all studies, exists (Mouton & Marais, 1990).

According to Mouton (2001:158), “evaluation research aims to answer the question of whether an intervention (programme, policy or strategy) has been properly implemented, whether the target group has been adequately covered and whether the intervention was implemented as designed”.

An important strength of this form of research is that it is aimed at assessing whether interventions, such as staff training and development at DML, have been well conceptualised and properly implemented. However, a limitation of this method is the actual access and coverage of implementation sites and the timing of the study, is problematic especially if the implementation has already commenced (as is the case at DML). This problem has been largely overcome, since the researcher has participated in several of the training sessions and did have access to the training site.

1.2.2. Hypothesis

According to Mouton (2001:94), the hypothesis acts as the principle according to which the literature is organised. It also indicates the specific research objectives of the study and can be in the form of a question. Various sub-questions or sub-problems can also be present, depending on the nature of the study.

The following hypothesis was formulated for this study:

“It is assumed that training gets better recognition among the business organisations, as it is able to contribute to optimising the performance of the staff and to enhancing productivity. Business organisations also see training as an opportunity to keep abreast with the latest developments in their specific field. They are then able to respond more effectively to competition. Thus, it can be observed that business organisations are prepared to invest considerable portions of their budgets in training and development of the staff and making sure that they have proper policies and procedures in this regard. Agochiya (2002) states that some businesses even have policies for sending their staff for regular updates of their competencies.

However, it is assumed that the value of training and development has not yet been fully acknowledged in the social development sector, such as the LIS sector. This assumption is backed by Agochiya (2002) when he states that this sector does not believe that values and skills can be transmitted by training and there is relatively less emphasis on the possession of appropriate competencies in performing the job with efficiency.

In the present scenario, it is assumed that the LIS has individuals that are sceptics and not convinced of the value of training. Also, persons who need training do not get

such an opportunity, as there is no financial commitment; hence, staff who are either available or can be spared for the training programme are sent. The LIS sometimes also use training as an image-building exercise and are less concerned about the real value of training. However, it is assumed that, as the functions of the organisations move from a more traditional mode to a more professional mode, there is an increase in the recognition and the role of training. Training is viewed as a way of improving quality of service and being more user-oriented and cost effective.

Thus it can be stated that staff training and development are not regarded as important by the LIS in South Africa, although such training can help staff to develop and improve the services offered to the public.

1.2.3. Population and sample design

In considering population and sample design issues, the following need to be considered:

1.2.3.1. Population

According to Babbie (1973:79), population can be defined as “the theoretically specified aggregation of survey elements”. Although the term ‘population’ usually suggests people, in a sampling context it can refer to aggregations of any types of elements such as libraries and books. Thus, population can refer to whatever it is that one wants to generalise about. A survey population can be referred to as that part or subset of the population from which, due to practical considerations, the sample is selected (Babbie,1973).

1.2.3.2. Sample

Wiersma (1986:177) defines a sample as “a subset of the population”. It can therefore be stated that a sample is a subset of the survey population (which is itself a subset of the population) and that it consists of a number of elements, which the researcher intends to measure, question or observe instead of measuring, questioning or observing the whole population.

A small sample, according to Neuman (1997), if well done, lets the researcher measure variables on a smaller set of cases but generalise results accurately to all cases.

1.2.4. Data collection

Data are the empirical evidence or information that one gathers carefully according to rules or procedures (Neuman, 1997). For this study, multiple methods of data collection are utilised, such as literature study, questionnaires and observation.

1.2.4.1. Literature study

A review of the literature revealed that, although research was conducted on continuous/competency-based training and development, very little has been done in the context of public libraries, and more so in regards to DML. This factor, together with the significant services that public libraries offer – especially in the present ever-changing political, social and economic environments – and the pressure exerted by the government and labour unions for the development of staff, suggests the need for this study in DML.

Furthermore, as Leach (1998) observed in his study, training and development in the public library sector was only conducted “if and when we required skills” and not on a continuous basis.

Stilwell (1997:213) noted the limitations for continuing training and development as “lack of time because of workload, no formal training for specifics, have to observe and try out and staff rotation could assist training if time allowed”. These findings suggest that improvement in specific areas of this form of training, which is essential for the public library, is needed.

The author Weingand (2000) provides a good view of segments of education in lifelong learning; thus a better understanding of the concepts of education and the phases that education can be divided into was obtained.

Sambrook & Stewart (1999) focused on the Green Paper on lifelong learning in the United Kingdom and outlined the increasing focus that is being placed on lifelong learning. The applicability of lifelong learning to all countries and organisations was also indicated.

Authors such as Jarvis (1999), Ocholla (1995, 2000), Schreiber & Shannon (2001) and Garavan (1997) provided insight into the relationship between education, training and development as well as the importance of continuing education or continuing professional development.

In trying to understand the importance of competency and competency-based education and training, Hoffman (1999), Spiegelman (1997) and Jarvis (1999) were consulted.

Ondari-Okemwa (2000), Kenny and Read (1989) and Gerber, Nel and Van Dyk (1992) provided a broad overview of the importance of training and development for

organisations while Johnson (1999), Farkas-Conn (1996) and the Library Association (1997), discussed the importance of training and development specifically for the LIS. It should be mentioned that the researcher has consulted both books and journal articles on the subject and, although certain sources are quite dated publications, the content of the work is still relevant for the present day training and development in organisations.

A non-empirical literature study of staff training and development in general was carried out to establish the importance of training and development of staff. Thereafter, a more comprehensive study was conducted with regards to staff training and development of LIS staff, with an emphasis on competency-based training, continuing professional development, the situation in other countries in comparison to South Africa and the role of government initiatives and professional associations in ensuring Continuing Professional Development (CPD). This literature study is essential, as it provides the framework for the study, helps to define the key concepts and to justify the findings of the observation.

1.2.4.2. Observation

Observation is a method of collecting empirical data. The human senses of seeing, hearing and touching are usually used to gather information and this is referred to as observation (Babbie, 1996). It can further be explained as the process by means of which a researcher establishes a link between reality and their theoretical assumptions.

Observation can be qualitative, in that the researcher is involved in the events; this kind of observation usually occurs in a non-structured manner, is spontaneous and

open to the possible recording of unexpected events. It can also be quantitative when the researcher remains aloof from what is happening, the context is controlled, the actual process is pre-planned, and the expected observation is taken into consideration as anticipated by the researcher (Mouton & Marais, 1990). Qualitative methods of observation were used in this research.

Since the researcher has worked at DML for many years and has been actively involved in the training and development of staff, observation was a useful data collection method to determine behaviour of trainees, trainers, and other persons involved. The researcher observed that in the DML, after every training session, participants are given a questionnaire to complete before they leave. These questionnaires can be regarded as a form of validation of the effectiveness of the training in relation to the training alone, as can be seen from the types of questions posed (see Appendix I). These include information about the training content, training methods used, materials used, length and pace of training, objectives, omissions, relevance of the training, training environment and trainer's skills. For validation to be meaningful, it needs to be carried out at three stages of training: pre-, interim and end-of-training (Rae, 1993). However, it is clear that this is not the case at DML. It was further observed that these questionnaires were evaluated only in order to establish what other training courses should be provided. The same redundant methods and style of training were repeatedly used. It was, therefore, decided to evaluate these questionnaires in depth to try and establish the effectiveness of the present training, ascertain who was being trained and what were their perceptions and needs, and to then use this evaluation to make suitable recommendations for a more structured CPD of staff at the DML.

1.2.4.3. Questionnaire

The questionnaire can be defined as “a document containing questions and other types of items designed to solicit information appropriate to analysis” (Babbie, 1986:558). Since it is difficult to measure whether the training and development has been effective or has had an impact on the staff, it was necessary to use a questionnaire to gather this data. The questionnaire was preferred as the data-gathering instrument, because it allowed for anonymity, which may result in more frank and honest answers. Staff members were not aware at the time of completing these questionnaires, that the information would be used for this study and to assist in creating a structured framework for training. However, they were informed that their co-operation would be fundamental to the improvement of the training that was offered. In order to avoid any ethical issues, the researcher has ensured the anonymity of the responses.

Questionnaires (Appendix I) were handed out at every training session held, but not much was done regarding the analysis thereof. It was decided to use these to obtain information regarding staff’s perception of the training offered, future training needs and other relevant information as to who attended the training and the benefits of such training sessions. This seemed to be the most suitable method to use in order to get responses from as many staff members as possible. Additionally, training sessions were often repeated to enable all staff to attend and this meant that responses were more or less representative of all the staff.

As mentioned above, the questionnaire that was evaluated for data was one that was originally used as a form of validation questionnaire for the training sessions at the DML. This is a quantitative study of the topic and is able to provide information, which – when correctly analysed – can help in creating a structured framework for

CPD of staff at the DML. As mentioned above, the analysis of existing documented sources is a characteristic of evaluation research.

1.2.5. Data analysis

Data analysis refers to a search for patterns in data – recurrent behaviours, objects or as a body of knowledge (Neuman, 1997). A frequency distribution, which shows the number of cases (marginals) that have each of the attributes of a given variable, is used. In this method, the reader has fewer data to examine and interpret. Additionally, the anonymity of respondents is assured, since grouped data are used (for example, age groups between 30-40 years). The reader will not be able to tell how many people are 32 years old in this case. Percentage frequency distribution techniques have been used where percentages are used instead of marginals in the form of raw numbers. A more detailed content analysis of the open-ended question responses was also conducted.

1.3. Justification, timeliness and relevance of study

The significance of the study lies in the view and the perceptions articulated by the staff at the DML about training and development efforts presently practised. The research could also provide useful information about their views of the importance of such training and suggest the need for a more structured program for continuing training and development. A study of this nature has not been done at the DML and it resembles Stilwell's (1997) study on the perceptions of professional, in-service and continuing education and training of Provincial Library staff.

The findings of this study, together with the results obtained from the literature review, were seen to provide logical motivations for the continuing training and development of staff at the DML.

The researcher has been actively involved in the training and development of staff in this institution for five years and, via liaison with the majority of the staff and general observation, it appears that a more formal training and development program is needed. The researcher has decided to investigate the issue of training and development of the staff with emphasis on continuous education, training and development. This study is relevant as it forms the backbone to justify the training and development in the DML. Since this library is the largest public library in Durban, with more than 45 branch libraries, the views are likely to be applicable to all other public libraries in the country, especially urban and provincial library systems.

In light of the above, this research has set out the following objectives:

- To conduct an extensive literature survey on training and development, continuing training and development, competency-based training and development.
- To investigate the training and development structure at the Durban Metropolitan Library and to establish what is currently being practised.
- To identify employee perceptions of the training and development practised at present.
- To make recommendations regarding the training and development needs of staff and to suggest a formal and structured training and development framework that can benefit the situation at the DML and other LIS in South

Africa.

The foregoing can also be regarded as a strong justification of the need and timeliness of this study. If these recommendations are implemented, a better trained and developed public library staff corps can be established.

1.4. Definition of terms

An adequate definition of terms is necessary, since the lack of proper explanation can contribute to the problem.

The terms *training, education, development and learning* are often used synonymously by authors. The *Concise Oxford Dictionary of Current English* (1995) defines **training** as the act or process of teaching or learning a skill or discipline. It is also noticed that the Human Resources Management/Development definition of training does not differ significantly. It is defined as “a planned and systematic effort to modify or develop knowledge, skills and attitudes through learning experiences to achieve effective performance in an activity or range of activities”(Garavan, 1997:40). Training in this context will be understood to be the process through which library staff learn new skills or techniques, and which then causes them to change from a state of not being able to do their jobs or being inefficient to being able to do the job competently and efficiently and achieving a change in behaviour and attitude.

Development, according to the *Concise Oxford Dictionary of current English* (1995), is defined as “an act or instance of developing; the process of being developed, a stage of growth and advancement”. Development can also refer to staff development and organisational development.

Development in this context will refer to the purposive efforts adopted by the LIS and other organisations, to strengthen its capabilities to achieve its mission effectively and

efficiently by making sure that it encourages and provides for the growth of its human resources.

Education has been defined by Jarvis (1995) (as cited by Garavan, 1997) as any planned series of incidents, having a humanistic basis, directed towards the participants' learning and understanding. Education can further be seen as a comprehensive concept that includes training and development (Van Dyk et al., 1992; Garavan, 1997).

Rogers (1986), cited by Garavan (1997) defined **learning** as having broad goals, recognising many ways of thinking and doing, and primarily concerned with the development of choice. Learning is no longer regarded as an activity that is solely a classroom activity, but rather one that takes place all the time and is more work-oriented (Sambrook & Stewart, 1999). It can also be a lifelong activity.

Competency can be seen as the underlying behaviours that are regarded as necessary to achieve a desired outcome. It is something that can be demonstrated (Weightman, 1994).

Continuing education can be referred to as a career-long process of improving and updating skills, abilities and competencies of staff by regular in-service training and education, supported by external courses (Harrolds Librarians Glossary, 1995).

Continuing professional education refers to education that takes place once professional qualification is achieved, with the intent of maintaining competence and/or learning new skills (Weingand, 2000).

Lifelong learning refers to education, development and gaining of knowledge and skills throughout one's lifetime.

The above definitions will be looked at more closely later in this discussion (Chapter 2).

1.5. Exposition

This chapter provided an introduction with a broad overview of the training and development concept in organisations and an introduction to the Durban Metropolitan Library (DML) and the training and development presently practised there. An overview of the research problem, literature study and method of investigation was discussed.

Chapter 2 will concentrate on a literature survey, where other works dealing with the same aspects of training and development have been studied. It will also allow the researcher the opportunity to compare findings from this study to others in the literature review. Some of the aspects that will be discussed include definitions as found in the literature; the relationship between training, development and education; the importance of training and development for organisations; and the importance of training and development for the LIS sector.

Chapter 3 will concentrate on training and development and, more importantly, the methods of training. This will include qualities, requirements, roles and characteristics of the trainer; evaluation, assessment and validation of training; competency-based training; continuing professional education and training; continuing professional education in South Africa and the role of professional associations in continuing professional development of LIS staff.

Chapter 4 is a discussion of the Framework for Continuing Professional Development and its benefits and importance to the DML as well as the model proposed by Wormell (1998₂).

Chapter 5 will outline the research methodology, its various stages, its design and the procedures used in this study. These include information on the survey population, the sampling techniques used, the data collection method (the questionnaire) and the method of data analysis to be used.

Chapter 6 is an analysis and presentation of the results. This is presented in the form of tables and percentages and frequency distributions have been used to clarify the data.

This chapter reconciles the aims and objectives with the results. The results provide vital information that serves as a foundation upon which recommendations are made.

Chapter 7 summarises the entire study in light of the aims and objectives set. Recommendations are made and concluding remarks regarding the future of continuing/competency-based training and development will be provided.

CHAPTER 2

LITERATURE REVIEW

2.0. Introduction

This chapter will concentrate on previous findings and research in training, development and continuing professional development and it is hoped that these will enhance the importance of training and development in the Durban Metropolitan Library. It is evident that not enough is being done to promote the importance of staff training and development. In the researcher's experience and observation, it has become clear that Public Libraries usually use a more general form of training. It is suggested that a more structured and specific form of training and development is required, due to the unique nature of the library. Many do not perceive training and development as essential, particularly because the library is not regarded as a profit-making organisation. To obtain a clear understanding of training and development, it is essential to define the relevant terms.

2.1. Definition of concepts

From a survey of the literature, it has become evident that not all authors and specialists define education, training and development in the same way. It is also not easy to distinguish between the terms and most authors use them interchangeably to describe what they do for their organisations.

2.1.1. Education

According to the British Labour Department, education may be defined as "activities, which aim at developing the knowledge and skill relating to only a limited field of

activity”. Education is a comprehensive concept and may include the concepts of “training” and “development” (Van Dyk et al., 1992:147). Nadler (cited by Laird, 1985:11) refers to education as “all those human resource development activities that are designed to improve the overall competence of the employee in a specified direction and beyond the job now held”.

There is a rather comprehensive body of literature to draw from when one attempts to define the concept **education**. However, it is noticed that many of the early definitions advocated a front-ended model of education where education was regarded as occurring only during the formative years and that – once a person was socially mature – education ceased (Garavan, 1997). Other researchers, such as Mill and Durkheim (cited in Garavan, 1997), claim that education should be viewed as the influence exercised by adult generations on those who are not yet ready for social life. In the context of this research, this definition could apply, but only in terms of the influence exercised by more experienced and learned individuals on those who are not yet ready or are new to the LIS work environment.

A further distinction to the concept education can be that of **formal** , **informal** and **non-formal** education. Authors define formal education as “the highly institutionalised, chronologically graded and hierarchically structured education system” (Garavan, 1997:41). Informal and non-formal education are both seen as a form of lifelong education that continues throughout one’s lifetime. Formal education is regarded as the knowledge and skills that an individual stores away that can last for the remainder of their life and are different from the informal or non-formal education.

Jarvis (1995), cited in Garavan (1997), and others felt that education is a very complex term to define and suggested that a set of criteria, explaining what education is, be considered. The criteria include the following:

- Education must involve a learning process.
- The learning process must not be a single event.
- The process should be planned rather than haphazard.
- Education is essentially a humanistic process.
- Learning has to involve understanding.

From these criteria, education can be defined as any planned series of incidents that have a humanistic basis and that can be directed towards the participants' learning and understanding (Jarvis, 1995), cited in Garavan (1997). From this definition, it is clear that education is not restricted to a specific learning process or to a specific time in one's life or to any specific location. This definition is also closely related to the Human Resources Development context, where education is viewed as teaching general skills and knowledge for the sake of a field or discipline rather than having a specific job focus (Garavan, 1997:41).

Weingand (2000) views education as having several distinct and overlapping segments that, together, form a lifelong learning model. The segments can be identified as:

- Pre-school – any formal educational experiences occurring before the standard age of entering school.
- K-12 – education occurring between Kindergarten and graduation from high school.

- University/college – post-secondary education that may, or may not, include pre-service education.
- Pre-service – education that may be a portion of baccalaureate study, post-diploma or master’s degree work.
- Continuing professional education – education that takes place once professional education is achieved, with the intent of maintaining competence and/or learning new skills.
- Continuing personal education – education that is related to personal interests outside the workplace.

This provides us with a better understanding of the concept education and the phases that education can be divided into. For the purpose of this study, education will refer to all activities that are initiated to identify capabilities in existence in a person and the way in which these are used to expand the skills and attitudes in the individuals. This will allow the person involved to make greater contributions to the organisation and to society and to develop on a personal level.

2.1.2. Training

Training can be seen as a systematic process of changing behaviour and/or attitudes of people in a certain direction to increase goal achievement within the organisation (Van Dyk, Nel & Loedolff, 1992). According to Laird (1985:11), training may be defined as “an experience, a discipline or a regimen, which causes people to acquire new, predetermined behaviours”.

Training is further seen as an essential component of the organisation and is considered an important management tool that is used to develop the full effectiveness of the organisation’s most vital resource: its people (Jerling, 1996). The *National*

Advisory Council on Libraries and Information in South Africa viewed training as one of the foundations on which the rendering of services by the profession rests (1991). Training of staff can thus be regarded as a prerequisite for an organisation to achieve its goals and should not be viewed as a ‘nice to do’ activity.

The *Concise Oxford Dictionary of Current English* (1995) defines training as the act or process of teaching or learning a skill or a discipline. A review of the literature indicates that the Human Resources definitions are closely aligned to this definition; training is seen as a planned and systematic effort to modify or develop knowledge, skills and attitudes through learning experiences, to achieve effective performance in an activity or a range of activities (Garavan, 1997). Human Resources authors, such as Van Wart et al. and Hendry et al. (cited in Garavan, 1997), define training as a way of emphasising a current job focus and an application-driven method of imparting skills that are immediately useful in particular situations. As an activity, these authors see training to span many boundaries including on-and off-the-job training, training for younger workers and adult training, formal and informal training through work experience. Their view is that training is generally completed in a shorter time than education and it has more focused outcomes. The authors have also made a distinction between initial, continued **skills training** and **retraining** as well as **general** and **specific training**. **General training** is distinguished by its applicability to many employers, while **specific training** is defined as a skill valuable to one employer only (for example, induction training that is unique to the specific organisation and does not usually have a transfer value). Training is further defined as having narrow goals, specifying the “right” way of doing something (Rodgers, 1986), cited in Garavan (1997). Prytherch (cited in Ocholla, 1995:12) views training as “a systematic instruction of all staff at all levels in new attitudes or new skills and perhaps new

knowledge”. This definition of training together with those of the Human Resources authors is in keeping with the research in question. In the LIS context, training will therefore be understood as the process by which library staff learns new ways of doing their jobs, gaining information and trying new techniques. This causes them to change from a state of not being able to do their jobs or being effective to being able to do their jobs better, more competently and more effectively.

2.1.3. Development

The *Concise Oxford Dictionary of Current English* (1995) defines development as the act or an instance of developing; the process of being developed; a stage of growth or advancement.

In the Human Resources context, development as a concept embraces both the outer reality of the environment and organisational goals and the inner reality of the emerging self. The idea behind this is that each individual is a unique being, and the process of becoming a person and making progress is only possible by interaction with others or by exercising an ability to make personal choices as constructively as possible (Garavan, 1997). Other Human Resources authors, cited in Garavan (1997), define development as making the most that one can out of opportunities in both the outer and inner sphere. They further characterise development as a process that can take place at any time and is not constrained by formal parameters or at specific points in a person’s life cycle. It is also not confined to the classroom or coaching situation and it is not a situational term that is restricted to planned or formalised group sessions. It becomes clear, then, that development has a tendency to focus on the learner rather than on the learning itself and it enhances job performance by enhancing the employees.

According to Harrison (1989:12) development is “the primary process through which individuals and organisations grow and can achieve their fullest potential over time”. All education and training includes development (Jerling, 1996).

Development in the context of this dissertation refers to staff development and organisational development. It can be seen as an activity that has the intention of strengthening the library’s capability to achieve its mission and goals effectively and efficiently by encouraging and providing for the growth of its own human resources (Conroy, 1978; Oldroyd, 1996).

Staff development can thus be defined as the process of increasing or extending the capacity of staff for the performance of various duties. It could involve the enrichment of staff’s capacity to perform in current posts, but it could also mean the preparing of staff for another post into which they can be deployed after the development (Lodiaga cited in Wanzare & Ward, 2000).

Parker (cited by Wanzare & Ward, 2000) regards staff development as a process designed to positively influence the knowledge, attitudes or skills of professional staff to enable them to design instructional programmes to improve staff learning. Other authors, cited in the same article, indicate that staff development is a programme of activities, planned and carried out to promote the personal and professional growth of individuals.

Professional development can be described as the development that enables professionals to fill the gap created between existing and expected knowledge, skills and attitudes that can sustain their job performance requirements. It can be carried out via training or education that is either formal or informal and may also involve

introducing a newcomer to the profession, developing in him/her the knowledge, skills and attitudes that are relevant to the profession (Ocholla, 1995).

Development in this context will therefore refer to the purposive efforts adopted by the LIS to strengthen its capabilities and to achieve its mission effectively and efficiently by making sure it encourages and provides for the growth of its human resources.

2.1.4. Learning

The concept 'learning' is not very easy to define and is viewed differently by the various theoretical schools. Behaviourist theorists see learning as primarily externally induced and thus define it as a process by which behaviour changes as a result of experience (Garavan, 1997). Social learning and cognitive theorists (cited by Garavan, 1997) view learning as a relatively permanent change in behaviour or behavioural potential that results from experience, while the adult learning theory views learning as a form of self-actualisation.

According to Sambrook and Stewart (1999), learning is no longer regarded solely as a classroom activity, necessary to enable employees to become more proficient at a certain task. Instead, it is increasingly seen as a continuous work-based activity that is necessary to cope with changing demands in the organisational environment.

Shepherd (1998:251) defines learning as "a process of active engagement with experience. It is what people do when they want to make sense of the world. It may involve an increase in skills, knowledge, understanding, values or the capacity to reflect. Effective learning will lead to change, development and the desire to learn more".

From this concept is derived the notion of **life long learning**, which basically refers to the education, development and gaining of knowledge and skills throughout one's life-time. In other words, the learning does not cease.

The following quotation from the *Green Paper on life long learning in the United Kingdom* (cited in Sambrook & Stewart, 1999:4), expresses the increasing focus on learning and life long learning and it is applicable in all countries and organisations alike:

“We stand on the brink of a new age. Familiar certainties and old ways of doing things are disappearing. Jobs are changing and with them skills needed for the world tomorrow...Learning is the key to prosperity for each of us as individuals, as well as for the nation as a whole. The fostering of an enquiring mind and the love of learning are essential for our future success. To achieve stable and sustainable growth, we will need a well-educated, well-equipped and adaptable workforce. To cope with rapid change we must ensure that people can return to learning throughout their lives. We cannot rely on a small elite: we will need the creativity, enterprise and scholarship of all our people.”

In this context, learning will refer to all training, development and education activities that the individual engages in and that is able to provide the individual with the knowledge and skills than enable better job performance. This learning is regarded as a continuous process that never ends.

2.1.5. Relationship between training, development, education and learning

The definitions of the above concepts indicate that each is characterised as distinct in some way from the others. However, there are elements common to all of them and some Human Resources authors are of the opinion that it is more appropriate to view training, development and education as an integrated whole with the concept of learning as the glue that holds them together (Garavan, 1997).

Training, development and education are, to a large extent, concerned with learning. Development can be regarded as the primary process, to which training and formal education contribute. This contribution benefits both the individual and the organisation. Most educational activities are seen as the requirement for a job, because they provide some form of certification for the individual's ability and suitability. Training may further enhance this suitability to the organisation. It can then be concluded that the concepts education, training, development (including professional development and staff development) and learning (including life long learning) should be regarded as complimentary components of a common process, namely, the enhancement of the human potential or talent in an organisation (Garavan, 1997).

2.1.6. Continuing education

Continuing education can also be referred to as continuous education, continuing professional development, continuous development, continuing professional education or continuing library education (Stilwell, 1997). According to *Harrods Librarians Glossary* (1995:164), continuing education can be referred to as "a career-long process of improving and updating skills, abilities and competencies of staff by regular in-service training and education, supported by external courses". In their

research, Pors and Schreiber & Shannon (2001) also indicate that continuing education can be defined in more than one way. For example, it can refer to those educational activities that lead to the obtaining of an academic degree or to educational activities designed to keep the librarians and information professionals abreast in their specific fields or duties in the library and to provide training in other new and developing areas. Continuing education includes all aspects of a person's formal education and training after he/she has completed basic formal education. It is a broad term, which includes in-service training (Vink, 1985).

“Continuing education bridges the gap between the knowledge, skills and attitudes already held by the trainee and those that are required by the job. It permits flexibility in the designing of courses and modules, and in the recruitment of trainees and trainers”(Ocholla, 2000:43).

Continuing learning includes all those learning opportunities that are taken up after the end of full-time initial education (Jarvis, 1999).

Continuing education is also regarded as informal training that takes place once formal professional training is in place. These activities become an inevitable supplement to enable the trained staff to update their knowledge and skills. Continuing education, therefore, forms part of professional development and is built on already existing professional training (Ocholla, 1995).

The concept **continuing professional education** can be thus described as “educational activities primarily designed to keep practising librarians and information professionals abreast of their particular domain in the library and information centre, and to provide them with training in new fields”(Weingand, 2000:199). It can also be regarded as all vocational and professional learning

opportunities that are taken up after the completion of initial professional preparation (Jarvis, 1999).

This definition best suits the concept as it is applied in this study, as its focus is not only on maintaining current competencies but also on the acquisition of new abilities and skills as the profession changes. The terms continuing professional education (CPE), continuing professional development (CPD) or continuing professional training (CPT) are used synonymously in this study.

2.1.7. Competency

Competence is the ability required to successfully perform an activity or function and, with it, there is no scope for “second” best standard (Dakers, 1994:446). Competencies can be seen as underlying the behaviours that are regarded as necessary to achieve a desired outcome and represent something that can be demonstrated (Weightman, 1994). Competency is the ability or capability demanded in the successful performance of a specific act or behaviour and it is regarded as being a measurable skill (Jarvis, 1999).

Competencies can further be seen as a combination of skills, knowledge and behaviours important for organisational success, personal performance and career development (Spiegelman, 1997). In order to fulfil their key information role, library personnel require two main types of competencies. Firstly, they need professional competencies that relate to the employee’s knowledge in the areas of information resources, information access, information technology, management, user needs and research and the ability to use these areas of knowledge as a basis for providing library and information services. The second type of competency refers to personal competencies: sets of skills, attitudes and values that enable employees to work

efficiently, be good communicators, focus on continuous learning throughout their careers, demonstrate the value-added nature of the contributions and service in the new world of work (Spiegelman, 1997).

According to Hoffman (1999), competency has two main meanings. One refers to the outputs, or results of training, and is known as competent performance. The other definition relates to the inputs, or underlying attributes, required of a person to achieve competent performance, such as their knowledge, skills or abilities. In this dissertation, competency will refer to the abilities, skills and knowledge that a staff member demonstrates in doing the task so that it benefits the organisation as a whole and is in keeping with the expected standards of measurement set by the organisation.

2.1.8. Competency-based modular training

Competency-based modular training may be regarded as a training system that attempts to assess human performance on the basis of specified criteria or standards (National Training Board, 1989). It can be further regarded as education that is based on the acquisition of competence in specified knowledge and skills that are usually of an occupational nature. Since this form of training is modular and self-paced, it allows for the course of study to be completed in varying lengths of time (Jarvis, 1999).

Having clarified the definitions and relevance of these concepts, the importance of training and development for organisations will now be discussed.

2.2. Importance of training and development for organisations

Training and development have the ability to contribute to the overall effectiveness and efficiency of an organisation and can be regarded as necessary for the long-term

success of the organisation. Ondari-Okemwa (2000) states that, in whatever way the activities of management are identified, and whatever the nature of the organisation, staff training is an essential part of the function of management. An important strategic imperative in growing value in an organisation is the ability for it to grow the intellectual capital: the people in the organisation, their capabilities and potential and how they are led and organised (Mayo, 1998). Training plays a major role in this regard by equipping staff with the required abilities.

According to Kenny and Read (1989), the following contributions can be identified:

- a) Training helps employees to learn their jobs quickly and effectively, thereby minimising or limiting the costs involved in learning.
- b) Training can assist existing staff to improve their work performance and to keep up to date in their fields of specialisation. Furthermore, present and future work standards that are required by the organisation are more likely to be achieved and maintained if staff members are well-trained.
- c) A greater volume of work can be expected from staff as they work more quickly and they are likely to make fewer mistakes.
- d) The reduction in work errors can benefit the organisation as management will have more time to spend on planning and development activities instead of correcting mistakes, and the cost incurred by errors will be eliminated.
- e) Labour turnover among new staff, due to ineffective learning and inadequate training, can be reduced. Staff that are helped by induction and training learn to do their jobs more rapidly and are more likely to achieve a high level of job satisfaction.

- f) Retention of staff can be an advantage to the organisation only if their skills and knowledge can contribute to its operation. If staff is retrained, then new abilities can replace obsolete ones.
- g) Training in safe working practice reduces accidents, resulting in social and financial benefits to employers, employees and society.
- h) An organisation with a reputation for providing good education, training and development tends to attract better applicants for its vacancies.
- i) Employees are less likely to become frustrated if training and development opportunities are available for furthering their careers with their present employer.

Training is considered so important by industries and government alike that the government undertook special initiatives in order to cope with the challenges that are present. In South Africa, for example, new government initiatives are being launched to raise the profile of training and development in the country. These include the *South African Qualifications Authority (SAQA) Act, Act 58 of 1995/National Qualifications Framework; Skills Development Act, Act 97 of 1998; Skills Levies Act, Act 9 of 1999* and the *Employment Equity Act, Act 55 of 1998*.

The overall aim of these initiatives can be seen as:

- Providing an institutional framework, in which the training needs of employees in South Africa can be met.
- Encouraging and co-ordinating training activities in South Africa.
- Ensuring the flow of trained labour to meet the economic and industrial needs of South Africa.
- Establishing, co-ordinating and maintaining infrastructure for training and

development.

The *Skills Development Act, Act 97 of 1998* seeks to develop the skills of the South African workforce and, thereby, to increase the quality of working life for workers, improve productivity in the workplace, promote self-employment and the delivery of social services. It further encourages employers to use the workplace as an active learning environment to provide opportunities for new entrants to the labour market to gain work experience, to ensure quality of the education and training in South Africa.

The *Skills Levies Act, Act 9 of 1999* ensures that sufficient funds are allocated and available in organisations for developing the skills of the workforce.

The purpose of *the Employment Equity Act, Act 55 of 1998* is to achieve equity in the workplace by:

- Promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination;
- Implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups in order to ensure their equitable representation in all occupational categories and levels of workforce.

The *SAQA Act, Act 58 of 1995* indicates that one of the important functions of the South African Qualifications Authority is to ensure that standards and qualifications registered on the NQF are internationally comparable. SAQA is a 29-member body that is appointed by the Ministers of Education and Labour; the members are nominated by identified stakeholders in education and training. The functions of the Authority are twofold:

- To oversee the development of the NQF, by formulating and publishing policies and criteria for the registration of bodies responsible for establishing education and training standards and qualifications and for the accreditation of bodies responsible for monitoring and auditing achievements in terms of such standards and qualifications;
- To oversee the implementation of the NQF by ensuring the registration, accreditation and assignment of functions to the bodies referred to above, as well as the registration of national standards and qualifications on the framework.

SAQA published the National Standards Bodies (NSB) and Standards Generating Bodies (SGB) Regulations in 1998. These Bodies are responsible for the generation and recommendation of qualifications and standards.

In order to accommodate the quality of the qualifications offered or the learning achieved by individuals, SAQA published the Education and Training Quality Assurance (ETQA) regulations.

These Acts can be seen as enabling tools for workers, helping to open doors by removing discriminatory barriers of the past. The legislation should also provide access to training, development, new opportunities and promotion. Organisations benefit from a more productive workforce and better-trained and motivated staff can help to make the company more efficient and competitive.

Employees are trained in organisations because it benefits both the individual and the organisation. The organisational benefits, as identified by Sentoo (1997), are:

- improved skills of employees

- strengthened morale of the workforce
- contribution to the organisational development
- lower costs
- improved labour/management relations
- helping employees adjust
- a positive climate for growth and communication

These aspects are relevant for the LIS, as it usually relies on scarce resources to achieve its objectives. By using training to improve its staff in the above manner, the LIS will be in a much better position to achieve its objectives with the existing scarce resources.

The individual benefits of training, according to Sentoo (1997), are:

- ability to make better decisions and solve problems
- ability to cope with stress, tension and conflict
- increased job satisfaction, knowledge, communication and attitudes.

Successful organisations and governments that have an eye to the future have realised that it is the people that make things happen. They, therefore, invest in the people by means of training and development. By taking a strategic approach to training and development, the right sort of leadership to create workable practical policies within a framework with which people can grow is facilitated.

2.3. Training and development in the LIS sector

Janes and Meltzer (1990:145-155) indicate that library personnel operate within a rapidly changing demographic, technological and social climate. They need to be

intellectually and emotionally prepared for the daily interaction with people of different cultures, ethnic origins, gender groups, ages, socio-economic classes and physical abilities. They indicate a need to change the traditional approach to training, because there are:

- value-laden barriers to information dissemination;
- special sensitivities that need to be developed, for example racial characteristics, physical abilities;
- assumptions often made about patrons before they have opened their mouths;
- differences in patrons' library experiences; and
- differences in communication styles, which may create barriers.

Skills needed are identified as self-awareness, culture sensitivity, intercultural communication skills and the need to realise that expectations and perspectives may have to be readjusted in the face of an emerging emphasis on the culture of the majority. Workshops have become a popular form of continuing library education in this area to facilitate interaction and exchange of experiences (Janes & Meltzer, 1990).

Dickson (1994:7) also found that there was “an absence of pertinent papers in library literature in South Africa” and stated that there was a need for “rigorous and extensive research into the local library situation”. However, an exciting prospect is that a national restructuring of the Library and Information Service (LIS) education and training could offer a whole host of areas that require extensive research.

Dickson (1994), like Niels Ole Pors (1998) and many others, concluded that there was a definite need for a co-ordinated effort to restructure LIS education and training at a national level. Her main recommendation was for the formation of a LIS task group

with representatives from the formal and informal sectors and practitioners, which would start the process of strategic planning and step-by-step implementation programme for LIS education and training.

The ANC's Education Department produced a policy framework for education and training (1994). This document made a proposal regarding the qualification structure for LIS, which would have important implications for the future. It stated that:

“LIS workers will have access to a defined career path with accredited training programmes linked to a nationally recognised qualifications structure. This will enable articulation between professional and paraprofessional qualifications” (ANC, 1994:86).

In the LIS sector, it has been noticed that each type of library (for example, the special libraries and the academic libraries) prefers to conduct its own training and development activities.

2.3.1. Importance for training and development for LIS

Many leaders in the LIS profession argue that, arising from the impact of the “information society”, there is a unique opportunity to advance the status of the profession. Should this opportunity be missed, there will not be another chance to change the role and the public perception of what libraries and information professionals do and their value in society (Johnson, 1999). Therefore, training and development of LIS professionals and/or managers to equip them to seize this opportunity is imperative.

Librarians also work in a very specialised environment, in which they practice their professional skills. The levels of responsibilities vary here. In order for the librarians to fulfil their aims and objectives, they need to manage the materials and human resources at their disposal effectively, and this must be recognised in the planning of their training and development activities (Johnson, 1999).

Researchers maintain that the average shelf life of a degree is approximately three years and constantly declining. This means that by the time a person qualifies and starts working, most of what has been learnt is no longer valid or needs to be updated. Also, professional education provides the foundation for understanding a particular profession, and training and development is needed to provide the practical experience and skills needed to perform well on the job (Corrall, 1998; Weingand, 2000).

Most information work at entry level is very practical and it is seen that the major emphasis in most library schools has been on teaching and developing technical competencies rather than on teaching students the ability to learn, thus making in-service training essential (Johnson, 1999). Furthermore, educational provision for the LIS sector has, in the past, usually been isolated from many other academic disciplines and this has meant that the development of new insights into the operation of the profession is lacking. Collaboration in the fields of business or management studies would have benefited the information professional greatly. This will have to be developed via training and development (Johnson, 1999). The library usually focuses on training in traditional library-related activities. However, it has become necessary to also incorporate more management activity training such as budgeting, marketing, entrepreneurship, etc.

Ondari-Okemwa (2000) highlights the importance of training for LIS staff and states that it is necessary to help sustain economic and effective performance and also to optimise the contribution to the achievement of the aims and objectives of the LIS. Training also helps to improve skills and knowledge and to develop positive attitudes towards the LIS profession. Other advantages and importance of training for the LIS sector, as identified by Ondari-Okemwa (2000), are:

- Training may increase the confidence, motivation and commitment of librarians;
- Training may provide recognition, enhance responsibilities and bring the possibility of increased pay and promotion that may help to boost the morale of librarians;
- Training may give satisfaction and achievement to librarians and broaden opportunities for career advancement;
- Training may improve the quality of library staff and consequently the quality of delivery of service;
- Training may help to improve the levels of efficiency, effectiveness and general competence of the LIS staff;
- Training may help to reconcile the gap between what should happen and the desired targets of performance and what actually happens and the levels of work performance achieved.

The large variety of Library and Information Services, and the rapidly increasing amount of information that is available, requires certain competencies from librarians and information workers – especially skills in reference work and use of information technology, as well as interpersonal skills and positive attitudes (Lepik, 1995).

Ocholla (1995) also agrees with this and he stated that the information profession is facing a much tougher economic and technical problem in that information producers and consumers are rapidly increasing and becoming more diversified. This has resulted in complex information demands and use patterns and with the escalating prices of information materials, it is becoming difficult to obtain these materials. Training in searching and retrieval skills and information dissemination and marketing strategies is thus becoming increasingly demanding in the LIS. Demanding user needs, changing library environments and social trends also have an impact on training and development.

It is further realised that the LIS relies heavily on funding from the parent body or from donors and government and it has to constantly motivate its need for funds. The efficient use of the LIS and the demands made on the LIS for services will be able to assist in this motivation; this will only be possible if staff are trained appropriately to make the service one that is in constant demand, efficient and fulfils the users' needs.

The LIS, like many other organisations, is also facing paradigm shifts as a result of globalisation and advancement in communication and technologies such as computers. This has meant that operations within the organisations will have to be changed, redistributed, eliminated or outsourced and this is the fate that befell many LIS departments. To accomplish this shift, it is noticed that the LIS are entering into new spheres of activities and collaboration with partners in other corporate units and forming library consortia. Staff will then need to be trained to take on new roles and activities such as managing technology, policy formulation for consortia, and others (Farkas-Conn, 1996).

The above discussion has identified the importance of training and development for the LIS sector. It is further suggested that the LIS focus its training and development activities in the same way that other businesses do if it intends to be successful in the present environment (for example, by training staff in multiple fields).

2.4. Training and development at Durban Metropolitan Library

Training and development, as was indicated earlier, is important not only for the individual but also for the organisation and the country as a whole. This research addresses the issue with reference to the education, training and development requirements of the staff at the Durban Metropolitan Library Services. This is the largest public library service in the Ethekewini Municipality and serves the needs of the users of Durban and its surrounding area. With the staff compliment of approximately 270, it is noticed that a lack of adequate staff training and development is present, especially with regards to non-professional and professionally qualified staff.

According to the *Durban Metropolitan Library's Policy and Procedures Document* (1997), the library intends to develop education, training and development programmes that will enhance all skills and capacities of all staff for career paths and labour market mobility through recognised systems of accreditation. The library recognises the need for more specific training and development of its staff and sends its staff members to training courses that are run by Corporate Services Department of the Durban Metropolitan Council (now Ethekewini Municipality). These are very general courses such as stress management, time management and report writing, and do not meet the requirements of the staff adequately as each environment is unique.

Furthermore, a Training Committee is set up that consists of five members of staff and the Human Resources Officer. These people are responsible for any in-house training that is performed and staff have to identify, plan and run training courses over and above their normal daily tasks. Individual departments have started to conduct their own training and development and this limits staff development to a very small section of the entire organisation (for example, the Junior Library may conduct storytelling training for its own staff only).

Furthermore, with the redefinition of local boundaries to incorporate an even larger area and the development of the Unicity Council in 2000, the Metro libraries in Durban have incorporated some of the previously known Provincial Library Services branches under its control. This has implications for training; staff now have to offer services to a much larger clientele, since different methods and systems were being followed by the Provincial Library staff. They will now have to either adapt to the Metro Library's way of doing things or establish totally new ways of doing things under the new structure. Furthermore, most of the Provincial Libraries were not computerised and those that were, functioned on a system different from the DML. This means that extensive training will be required for the Provincial Library staff to adapt to the DML system.

2.4.1. Importance of training of staff at the Durban Metropolitan Library

The reason for the importance of staff training in LIS in general has already been discussed in section 2.3.1. In this section, the specific needs of the DML will briefly be listed.

Various reasons can be identified in the library that reveal the importance of more structured continuing training and development efforts. These reasons are as follows:

- a) Staff of the library have very high expectations of the organisation and do not just accept the status quo as was the case in the past. They are more critical and demanding and they are a valuable resource whose full potential could be tapped through training.
- b) The needs of the libraries' clientele are much more varied and sophisticated and they rightfully demand a higher standard of service, for which they pay for as ratepayers.
- c) The library is continuously experiencing financial constraints, which result in cutbacks in manpower. This means that fewer people have to be more p
- d) The imbalance in the ratio of professional staff compared to inadequately trained non-professional staff affects the quality of the library's service as some branch libraries are run solely by non-professional staff. Most larger branch libraries have only one full-time professional staff member with approximately five non- professional staff.
- e) The field of public librarianship has changed and this means that staff have to be more pro-active than they have been in the past and the formal/professional education that staff received does not adequately prepare them for this.
- f) At present societies are experiencing major changes and this has resulted in changes in their needs. Library staff needs to keep abreast of these changes and services offered by the library have to be altered accordingly.
- g) Technology is advancing rapidly and the library needs to incorporate these advancements so as to be current and relevant to present day users.

- h) The rapid growth of the Durban Metropolitan Library over a wide geographical area has serious consequences for training and development. Fewer staff members have to provide a service to a larger number of people since the Ethekewini Municipality expanded its boundaries. Many users have never used the library and its facilities before; therefore, staff members need the skills and abilities to serve these clients.

From the above, it is evident that the DML will have to improve its training and development of staff in order to meet the challenges that it is facing.

2.5. Determining training needs

Training also involves the determining of needs, such as individual training needs and organisational training needs, and also the methods of determining these training needs.

2.5.1. Organisational training needs

Every organisation, irrespective of its structure, aim and mission, has certain needs which must be satisfied to ensure that the organisation is economically viable and continues to grow (Van Dyk et al., 1998). Various pressures from the internal as well as external environments, such as new technologies, changing user behaviour, needs in the labour markets, quality of product or service, job satisfaction, and others, emphasise the need for continuing education and training in an organisation.

Training must have a purpose and that purpose can only be defined if the training needs of the organisation and the groups and individuals within it have been identified and analysed. The analysis of training needs aims to define the gap between what is happening and what should be happening (Armstrong, 1988).

Tracy (cited in Van Dyk et al., 1998) differentiates between four types of training needs. These are organisational needs, group needs, individual needs and job centred needs.

- **Organisational needs** are unique to the organisation and include improving productivity, building morale and better competitive status. Since it is difficult to determine these needs, they have to be derived from development activities, where aspects such as goals, objectives and priorities of the organisation are determined. It is important to determine organisational needs so that they can be used to relate training needs to the goals and objectives of the organisation, to link organisational needs to the training and development of the individual employee and to identify external forces that affect the organisation.
- **Group needs** refer to the specific job levels or categories of employees. According to the Library Association (1977), training needs of a group are not always just the sum of individual needs. The needs of the group as a whole may require that additional training be provided, where departmental or organisational objectives are set via group interaction.
- **Individual needs** are determined by analysing the background, education and training, aptitude, experience, knowledge and skills of the individual employee (Van Dyk et al., 1998). These needs can be identified by a variety of development programmes such as induction, stress-management and time-management programmes. According to the Library Association (1977), training needs for individuals consist of the difference between their existing knowledge, skills and attitudes and those required for them to effectively discharge their existing jobs together with those they can be expected to fill in the future.

- **Job centred needs** according to Van Dyk et al. (1998), are those jobs and tasks that need to be analysed to determine the content of the training.

2.5.1.1. Methods to determine organisational training needs

a) Poor functioning within the organisation

The Library Association (1977) indicates that training needs arise when there is any hindrance to the achievement of the present or proposed organisation objectives, which could be reduced by the introduction of new or revised training processes. Some organisational needs can be met only partly by training, since other non-training factors may also be involved. For example, a section of the library may not be meeting its objectives. This may be caused by a high staff turnover, which could indicate that training is needed to improve on-the-job experience for these employees (Library Association, 1977). It has also been stated that the problem of scarce resources needs to be taken into account when determining organisational training needs. The library, like other organisations, has limited amounts of money and manpower to carry out the activities expected of it and training is one way of ensuring that these resources are used in the most effective possible manner.

b) Urgency of needs

For an organisation to ensure that it is working effectively, it must ensure that training is applied in the areas that require it most urgently. It is necessary to undertake systematic assessments of training needs in order to prioritise activities, to determine the jobs that need training, to decide on how many people should be trained and what type of organising to do. Successful training in an organisation requires the initiative

and commitment of managers, in other words, all those who are responsible for setting work targets through other people. It is suggested that the training staff must rely on managers to indicate areas where training is required.

c) Staff needs

It is also important that staff members themselves take initiative, show interest in and have a positive attitude towards their own development and training. They need to be proactive and identify the areas in which they need to be developed to become more competent.

d) Changing environment

In order to obtain maximum benefits from the resources allocated to training, neither management nor trainers can operate successfully in isolation. Any changes in manager's requirements or the introduction of new training techniques and methods, suggest that close liaison must be maintained at all levels of the organisation (Library Association, 1997). This is important to take into consideration in the LIS, as it is noticed that, usually, several levels of staff are present, each with different responsibilities and duties. Close liaison with all levels will certainly promote the identification of training needs that benefit the LIS as a whole.

2.5.2. Individual training needs

According to Ondari-Okemwa(2000), it has been suggested that, before embarking on a programme to train library staff on the job, a thorough training needs analysis must be carried out. These training needs are generally similar in all the libraries and the analysis should be carried out for the following reasons:

- To identify the actual training needs of the staff of the library;
- To avoid training programmes that might be ill-directed and inadequately focused;
- To provide the framework, tools, techniques and processes and skills for designing and implementing efficient, effective, timely and productive training for those library staff that need it most;
- To ensure that the training is designed to meet the training requirements of the library staff.

2.5.2.1. Methods used to identify individual training needs

Various methods or techniques can be used to identify training needs of individuals and these may range from an individual requesting training to the use of surveys and other measures. The following are some of the techniques identified by Goldstein (1993) and can be used for identifying the training needs of the library staff:

- Observation – can be technical as time-motion studies or functionally or behaviourally specific, such as observing a new member of staff. This method may be unstructured, for example, walking through the office.
- Questionnaires – may be in the form of surveys or polls of random or a sample of respondents.
- Key consultation – obtaining information from those persons who, by virtue of their formal or informal standing, are in a good position to know the training needs of particular groups (supervisors, members of professional associations).
- Print media – can include professional journals, legislative news, in-house publications.

- Interviews – can be formal or informal, structured or unstructured and may be used on a sample of staff or on everyone.
- Group discussion – can focus on job analysis, group problems, group goal setting and may include brainstorming.
- Tests – can be functionally oriented to test staff's proficiency.
- Records, reports – include minutes of meetings, employee records such as grievances, memoranda, audits and budget reports. These provide clues to trouble spots.
- Work samples – similar to observation but in written form; can be products generated in the course of the organisation's work (proposals, letters).

Furthermore, training needs analysis or skills audit, as is required according to the *Skills Development Act, Act 97 of 1998*, can be useful in providing individual staff with an opportunity to focus on their abilities and identify areas where they feel they might benefit from training. This can also serve as a useful tool for management to identify gaps in knowledge and skills and it will help them to map these staff skills and knowledge onto roles and responsibilities, either current or future (Garrod, 2001). It is further noticed that, in situations where new services are developed and existing ones are being updated, it may be difficult for staff to identify their own training needs and it then becomes the responsibility of staff developers and managers to identify these needs. An analysis of what future service delivery and requirements will have to be done and then the type and level of skills required to meet these future services will have to be determined. A SWOT analysis of the organisation (describing its strengths weaknesses, the opportunities and the threats) will be useful in providing this information.

However, it is important to note that the training needs that are identified should be the actual training needs of the staff and not the perceived training needs. It was observed that managers sometimes decide on which training courses they are going to send staff to and this decision is based on the topicality of the subject or a nice-to-have training according to the manager. This may not be the actual identified need that will influence the member of staff's performance. It is important to involve staff in determining their own training needs.

The next chapter will concentrate on training and development in more detail and will focus on aspects such as the methods of training, qualities and requirements as well as the roles and characteristics of the trainer, evaluation, assessment and validation of training, competency-based education and continuing education and training as well as the role that professional associations can play in continuing professional development.

CHAPTER 3

TRAINING AND DEVELOPMENT

3.0. Introduction

This chapter will highlight some important issues regarding training and development. An understanding of the issues discussed in this chapter will provide a better framework for training and development and will help in drawing conclusions and recommendations from the research.

3.1. Training methods

According to Hart (1991), apart from assessing training needs, training methods can be regarded as being the most important part of any training programme. There are various methods and the most suitable one should be identified for different circumstances. It is important that the method chosen can be related to the identified training needs, the trainees and that it can be easily monitored and evaluated.

Training methods can be grouped according to three criteria. Firstly, there are those criteria that are based on who determines the content: the trainer and/or the learner. The second criterion is based on the degree of participation – active or passive; and the third criterion is based on which of the three senses are used: sight, sound or hands-on senses (Hart, 1991).

According to Laird (1985), learning theories stress that adults must have a degree of ownership of the learning process. They want to “invest their previous experience in those processes”. It has been noticed that trainees resent being constantly talked at; they like to speak themselves, to share their experiences and contribute to the course. This type of full participation and interest is essential for the learning process. The

course programme should be discussed with the participants and, where possible, their expectations should be incorporated into the course.

Participants in the training courses must evaluate them and provide feedback that can be used to improve future courses.

The requirement for a systematic approach to training is important if the objectives are derived from the assessment of needs and are to contribute to organisational goals. This will provide pertinent information about the workforce, which could help the employees cope with present and future demands.

The results of Walker's (1985:371) study on approaches to providing multi-level continuing education suggested the following methods of continuing education and training for library and information service (LIS) personnel:

- short courses in techniques such as dealing with difficult clients
- refresher courses to keep up to date with current situations
- symposiums for senior staff to exchange views with other professionals
- conferences on related subject areas
- regular professional meetings with staff
- contact with visiting librarians from other countries
- regular perusal of the professional literature, newspapers and other subject literature.

The Library Association (1977) indicated that no single method of training is appropriate for all situations. Libraries must select the methods that are relevant to their particular objectives and restraints. The methods chosen must relate to the identified training needs and, as far as possible, must be capable of monitoring and evaluation. The following methods of training have been identified.

3.1.1. On-the-job/individual training

This form of training consists of teaching or coaching by managers, supervisors or trainers at the desk. Armstrong (1988) suggests that it is the only way to develop and practice managerial, supervisory, technical, manual and clerical as well as selling skills. It has the advantage of actuality and immediacy. The trainee works, learns and develops expertise at the same time, and theory is put into practice. The disadvantage is that the effectiveness of the learning is strongly influenced by the quality of the guidance and the coaching provided for the job and many managers and supervisors are unskilled at training and are disinclined to carry it out or to encourage it (Armstrong, 1988).

3.1.2. Planned work experience/job rotation

According to the Library Association (1977) this form of training most commonly involves job rotation, which gives the trainee a variety of experience in different work situations. One common method used is to place the trainee in other sections for a period of several months. It is important that the period is long enough to give the trainee worthwhile experience.

Erasmus and Van Dyk (1999) suggest that job rotations provide inexperienced managers with a general understanding of the organisation, its purpose and its goals and can also be very useful for new or junior staff in the organisation. It is also stated that this method of training is able to turn specialists into generalists. Usually, a person whose career is spent in one functional area becomes a specialist, but may not develop a general perspective of the organisation. Erasmus and Van Dyk (1999) further maintain that upper-level managers in particular need such a general outlook,

as they spend an increasing amount of time managing the total organisation and less time managing a specialist functional area.

3.1.3. Guided reading

Guided reading method is described as being a nice break from straight lecturing and encourages self-discovery (Erasmus & Van Dyk, 1999). It is further indicated that reading and discussing is an excellent way to discover new materials without lectures. The Library Association (1977) indicated that the guided 'reading' should include guided listening and viewing of appropriate recorded, television, film or tape materials where available.

3.1.4. Internal/external courses

Internal courses are recommended for groups of staff taken away from work and given the opportunity to learn. Internal courses offer a number of advantages, such as:

- the training relates to the library's needs,
- the timing and content of training can be controlled and geared to the precise training needs and availability of staff,
- management retain control over the numbers and types of staff who attend training,
- wide range of professional and technical expertise available within the library can be utilised more fully,
- common training needs can be met centrally and the library gets better value for money in terms of more effective training (Library Association, 1977).

Although problems are encountered with this method of training (for example, a limited exposure to 'foreign' ideas and problems), it has been stressed that these

problems can be overcome by careful course organisation and administration and they do not detract from the many advantages described above (Library Association, 1977).

External courses are used mainly in situations where internal courses may be impracticable due to the size of the institution, and where a common approach is clearly identified. The problem with such training methods is that they can be ad hoc activities bearing little relation to the current problem or systematic training scheme, resulting in the wrong people being trained at the wrong time by the wrong method (Library Association, 1977). Furthermore, the organisation does not always know which training courses are being offered and by whom; thus important courses are occasionally missed. Perhaps a more structured and clear training plan may assist to overcome this problem.

3.1.5. Lectures

Lectures are commonly used for internal training courses and involve periods of uninterrupted exposition, where the content and the sequence are controlled by the lecturer. The Library Association (1977) indicated that the inherent passivity of the audience does not allow for any direct or precise monitoring of effectiveness and this method should be accompanied by demonstrations, illustrative presentations and interactive discussions (Laird, 1985).

3.1.6. Role-playing and simulations

This method involves the use of in-tray exercises, case studies and management games. The advantages are that 'local' information can be used, setting the method in a realistic environment, and the consequences of certain kinds of decisions can be

encountered without any damaging effects on the real library situation. However, it may be difficult to compile exercises or studies containing enough realistic details that will require the trainer to be creative and innovative (Library Association, 1977).

Role-playing is based on situation or circumstances that are relevant to the work of the participant and can be seen as a 'live' experience. Therefore, the emphasis here is on developing the skills of the participants in the area of user or client service problem solving and decision-making. They are able to get a better understanding of the problems that they are likely to confront in their job situations (Agochiya, 2002; Laird, 1985).

The above methods of training are still currently used by many organisations for the development of their staff, and the LIS staff can also benefit from these methods. However, with the improvement in technology and communication systems, these training methods are also more advanced than they used to be and their impact is far greater.

3.2. Methods of continuous training and staff development at the DML

The following methods of continuous training and staff development can be identified as the current situation (2002) at the DML:

- 1) On-the-job/individual training involves one-to-one training including coaching, counselling and tutoring. This type of training depends on the ability of the trainer and the relationship between the trainer and the trainee. Staff members are given the opportunity to act in certain positions when regular

employees are on leave. This gives them a chance to learn on the job, while being supervised and mentored by another professional.

- 2) Job-rotation, additional responsibilities, secondments and attachments are regarded as planned work experience, which gives the trainee a chance to experience different work situations. Branch employees are sometimes seconded to other libraries or departments for short time periods (three to four months) so that they can obtain other skills and knowledge. This also prepares them for transfers when positions in these departments are available.
- 3) Guided reading (for example, manuals) is generally accompanied by demonstrations. Manuals are regularly updated to incorporate new information and procedures.
- 4) Lectures and discussions are presented by staff who have attended conferences and workshops or by other individuals (depending on the subject area).
- 5) Role-plays and simulation involve the use of in-house exercises and case studies. Local information can be used, setting methods in a realistic environment, and the consequences of certain kinds of decisions can be experienced without any damaging effects on the real library situation. This is very useful when demonstrating how to deal with difficult clients in the library, conducting a reference interview, telephone and other communication skills.
- 6) External and internal courses need careful consideration before staff are sent, as they may not always have any bearing to a current problem that is being addressed. External courses mainly equip trainees with attitudes, knowledge and skills for a future job. The courses selected should meet individual and organisational needs and should form an integral part of the individual's

development programme. External training may result in selecting wrong priorities in training and this may be expensive. An internal training course may be cheaper and more useful (Library Association, 1977). Internal training is usually more relevant to the current work situations and problems, thereby making them more relevant to the participants.

The DML offers the above training on a regular basis. For the public library to survive in an ever-changing environment, it has to make training essential. This is one way to develop new competencies and to meet the new demands that are being made on the library.

3.3. Qualities, requirements, roles and characteristics of the trainer

In selecting the most appropriate trainer, it is important to remember that the trainer is not just someone that is responsible for transmitting knowledge and skills to the trainees. He/she is also an individual who possesses a distinct identity and a unique personality, has normal sensitivities, emotions and personal needs, preferences, biases, strengths and weaknesses. It is when these competencies, behaviour patterns and values of the trainer are consistent with his/her professional commitments, that the trainer will be effective in fulfilling his/her obligations (Agochiya, 2002). A wide range of skills, competencies and qualities are required by the trainers for them to achieve their objectives.

3.3.1. Value systems of the trainer

Many authors (Agochiya, 2002; Laird, 1985; Wanzare & Ward, 2000) have identified the values of a trainer that may have an impact on the success of the training programme. The following are some values that influence the training:

- Faith in training as a tool for growth and development – believe that training is needed for growth and development and assure the value of training to the trainees with conviction and commitment.
- A firm belief in humanistic approach to training – realise that the learner is also an individual or human being and that they have their own values, beliefs and personal problems that may influence their learning and these issues should be treated appropriately. Be sensitive to the feelings of others and be tactful yet honest in giving feedback.
- Commitment to the programme and its objectives – demonstrate commitment and faith in the programme and be prepared to do everything to achieve the objectives and not run down the programme or suggest negative value of the training, as this will cause the trainees to lose faith in the programme. Be enthusiastic about doing the job.
- Professional commitment to excellence and discipline – make full use of abilities and skills and strive to improve own performance. Be in touch with your strengths and weaknesses and improve on them constantly, abide by professional ethics, present a sound attitude towards others in the team, show willingness to learn and have interest in self-development on the job.
- Faith in participatory training – promote participation from learners in training activities and presentations. Believe in the abilities and potential of the learners to develop and make them realise that they can develop through

participation, self-exploration and self-assessment. Realise that not all learners are going to accept the training without questioning it and be flexible enough to change the programme in accordance with the needs of learners or the situation. An understanding that learning takes time and that people have different learning styles, is also important.

In some organisations, such as the Library, one often finds that senior staff or managers are used to conduct training programmes. The qualities of the trainer should be taken into account when these individuals are chosen for the task. Some important qualities that the trainer should possess, as identified by Agochiya (2002), include:

- Enthusiasm in the way the training activities are carried out and the ability to stimulate the learners by liveliness through words, actions and behaviour;
- Ability to work under pressure as the whole process of training can be surrounded with anxiety, tension and stress;
- Sincerity and openness to learners, as this is what they will appreciate and what will leave them open to new ideas or suggestions and unafraid to acknowledge this learning from experience;
- Flexibility and sensitivity to the needs of the learners and ability to adapt this in the training in the given situation.
- A good sense of humour is desirable as it helps to keep the training environment relaxed and ‘breaks the ice’ for the learners;
- Willingness to recognise good contribution from the learners is important as it helps the trainer to win the respect and encourage participation from the group;

- Willingness to accept mistakes and apologise for them should they occur in the training process, as this shows the learner that you are also human and perhaps enhances your stature and respect among the learners.

3.3.2. Role of the trainer

Trainers are expected to fulfil certain roles in the training process and, usually, these roles are common to most training programmes. However, depending on the emphasis of the training and the situation, certain roles can be more predominant than others.

Agochiya (2002) and Laird (1985) have identified the following roles that the trainer has to fulfil:

- Planner of the training programme together with the training team;
- Facilitator of the learning process – providing resources, arranging facilities, creating learning environment for the training program;
- Subject-matter specialist – trainer has a better knowledge of subject area and training methods and should be able to meet the high expectations of the participants and be able to clarify issues related to the topic;
- Developer of the individual – provide feedback to the participants on behaviour and actions and guide them in the process of personal development;
- Counsellor – assist participants with personal and other problems that hinder their motivation to learn;
- Manager of the training program – oversee the administrative and managerial aspects of the program;
- Leader of the group – be the informed leader of the training group;
- Trainer as a learner while on the job – participation in the training can assist the trainer in learning while on the job and it is important to acknowledge this;

- Member of the group – Trainer is also part of the training group and needs to identify with the group and its objectives.

Rae (1993) states that the trainer should also be involved with managers when identifying the training needs of the staff. The managers must also be engaged in developing the training course since the managers or supervisors contribute the expertise of job knowledge and the trainer supplies the training and training programme expertise.

3.3.3. Abilities of a trainer

In order to perform the above-mentioned roles, the trainer needs to have a wide range of abilities. These abilities include:

- Planning skills for the planning and designing of appropriate training programs
- Skills in selecting and using appropriate training methods that suit the training program and group
- Interpersonal skills that will assist the trainer in getting along with the participant(s)
- Communication skills such as language use, voice, choice of words and ideas, which are very important in trying to get the message across to the participants
- Skills in tactful group conflict management
- Ability to receive and give feedback to the participants that will help them and the trainer to evaluate the learning process
- Skills in understanding and using group processes that are workable and applicable to certain situations

- Skills in organising and conducting training activities so that the program runs smoothly
- Skills in planning and making presentations that capture the attention of the participants
- Creativity to be able to design programs
- Ability to evaluate training programs and
- Ability to choose appropriate programs.

3.4. Personal attributes of the trainees

The trainee or learner brings with them, apart from their knowledge and competencies, a package of personal preferences, prejudices, attitudes and values. These personal characteristics need to be considered in training situations since some values and attitudes may act as constraints in the effective performance of the job. They may also have an adverse effect on interpersonal relations with others in the organisation or the group of trainees and this can influence individual motivation and participation in training activities (Agochiya, 2002; Sheal, 1999).

Agochiya (2002), suggests that the motivation and participation in training is further affected by trainees' qualities, such as:

- The desire for personal growth and development by the individual
- Incentives or benefits from attending training
- Consistency between personal learning objectives and programme objectives
- Self-image and level of self-esteem
- Work environment of staff with regard to transfer of training to work situation
- Reason and manner of motivation for training

- Previous learning experience
- Inadequate learning skills and
- Personal problems.

Bentley (1990) further identifies certain psychological qualities that can act as a barrier to training (such as fear of the unknown, self-doubt, fear of ridicule, negative motivation and fear of failure). The fear of people and of teaching can also be included to this list.

The researcher is of the opinion that it is also important for the trainees' needs to be assessed for his/her ability to be trained, intellectual abilities and attitudes towards training, as each individual has unique learning styles and levels and it is important to establish this before training begins. Also, if this is done, it becomes easier to match the trainee with a trainer who will be able to succeed in the programme. It will also become simpler to choose training methods and contents that are relevant to address the qualities and attitudes of the trainees and to affect the changes in these qualities or attitudes if necessary.

3.5. Evaluation, assessment and validation of training

Within the training environment, the above terms are frequently used and some authors use these terms interchangeably, while others use the terms to mean all three effects. A better explanation of the terms required for the dissertation will follow.

3.5.1. Evaluation of training

3.5.1.1. Definition

Hamlin (cited in Conyers, 1986:2) defines evaluation as "any attempt to obtain information on the effects of a training programme and to assess the value of the

training in the light of that information”. This evaluation leads to control, which allows one to decide whether the training was worthwhile (cost benefit), and what improvements are required to make it even more cost effective.

The *Manpower Service Commission's Glossary of Training Terms* (cited in Conyers, 1986:2) defines evaluation as “the assessment of the total value of a training system, training course or programme in social as well as financial terms. Evaluation differs from validation in that it attempts to assess the overall cost benefit of the course or programme and not just the achievement of its laid down objectives. The term is also used in the general judgmental sense of the continuous monitoring of a programme or of the training function”.

According to the Library Association (1977), four main levels of the evaluation of training can be distinguished. These are:

- reactions to the course or programme,
- the gain in learning by the participant,
- the effect on job behaviour, and
- the effect on the organisation.

Assessing the reactions of the participants to the training programme, to the methods used, to the trainers, to the administrative arrangement and to each other, enables the trainer to monitor the success of the programme as it proceeds and to alter it if necessary. It also enables the trainer to analyse the parts of the course in retrospect and to decide what needs improvement. A further indirect effect is that the trainees and trainers are encouraged to think critically about the programme and decide on their views (Library Association, 1977).

A fifth level of evaluation has also been identified as the ultimate value level that evaluates the training function in terms of the organisation's corporate goals, which

include the development and needs of the organisation as a whole and of its individual employees (Armstrong, 1988; Conyers, 1986).

Evaluation, therefore, is important in determining the value and usefulness of training in terms of the organisation's aims and objectives.

3.5.1.2. Importance of evaluation of training

According to Van Dyk et al. (1998), evaluation of training and development is important because it:

- provides information that can be used to improve planned learning, making it more effective in meeting needs, solving past performance problems and anticipating future opportunities for performance improvements;
- sheds light on problems of all kinds, both those stemming from lack of individual knowledge or skills and from other causes;
- makes people accountable for human resources development activities;
- points out results of human resource development activities, demonstrating how well they are working; and
- stimulates improvement, providing feedback that triggers additional plans and actions.

A study by Pryor (1999) revealed that many practitioners of continuing library education are concerned with demonstrating its utility for improving participants' knowledge and on-the-job performance. Such demonstrated programme effects might be highly useful in obtaining grant support for programmes or for promoting future self-sustaining programs to the same audience. Pryor further states in his findings that attitude towards having attended a training workshop and perception that the

workshop was worthwhile are two ways of assessing participant satisfaction – and it is expected that they would be strongly related. He also found that needs assessment of the training and development and the intention to attend such workshops are influenced by perceptions of social pressure concerning the participation in these workshop. The results indicated that library staff members might be more influenced by social pressure than directors and other upper level staff are. Therefore, it was suggested that, when planning training programs for staff, it is important to assess the perceptions of need held by their major referents.

Conyers (1986), states that the quality and value of training to the individual and the organisation depends on the experience that each has of it. Good evaluation practice, based on clear training objectives and identification of training needs, can only serve to enhance the role of training as an important factor in the success of the organisation.

Evaluation should be an ongoing process during the training programme and this form of evaluation is essential to assist the training team in providing quality control over the delivery of training activities, overseeing the movement of the training process and ensuring that the programme stays on course. It also assists in developing appropriate learning situations and in making sure that an environment conducive to learning and participation is maintained (Agochiya, 2002).

It is often found that staff attend training programmes and, thereafter, little or no evaluation is done by the supervisor/manager to establish if the training has benefited the staff (and hence, the organisation) in any way.

There needs to be close collaboration between staff, managers and trainers to really establish the full success of the training programme and to benefit or design future

training programme. The training programmes, methods of training used, trainers and the content of the training and value to the library, should also be evaluated.

3.5.2. Assessment

3.5.2.1. Definition

The *Manpower Service Commission's Glossary of Training Terms* (cited in Rae, 1993:64), defines assessment as “a general term for the process of ascertaining whether training is efficient or effective in achieving prescribed objectives. It covers both validation and evaluation”.

Isaacman (1996) defined assessment as a way of measuring what you know and can do. This assessment should be helpful and supportive to the learner. The NQF in South Africa follows this definition of assessment. Assessment methods and outcomes form part of the unit standards compiled by the SGBs.

Educationalists (Brown, Bull & Pendlebury, cited in Luckett & Sutherland, 2000), state that assessment defines for the students or the learners what is important, what counts, how they will spend their time and how they will see themselves as learners. They also suggest that, should you need to change the individual's learning, you should also change the methods of assessment.

Still within the educational context, assessment is seen as occurring whenever one person, in some kind of interaction (either direct or indirect) with another, is conscious about obtaining and making interpretations from information about the other person. This can be regarded as an attempt to know that person; thus, assessment can be seen as a human encounter (Luckett & Sutherland, 2000).

It is therefore evident that assessment can be regarded as the process of measuring validation and evaluation and that it involves human interaction.

3.5.2.2. Methods of assessment

Assessment serves various purposes and it is important to know these in any learning, education or training process. Lockett and Sutherland (2000) identify the following purposes, which can also be viewed as the types of assessment:

- Diagnostic assessment – used to diagnose student’s strengths and weaknesses and to determine whether the student is ready to be admitted to a particular learning programme. This form of assessment can be very useful when analysing the training needs of the staff.
- Formative assessment – provides feedback to students about their progress and this can be applied to the training situation of staff to inform them of their learning, areas of improvement, to motivate and encourage learning.
- Summative assessment – used to provide feedback on students’ achievement so that the level of achievement is clear; grade rank or certify students to proceed or exit from the education system; select students for further learning or employment; predict future performances in study or employment and underwrite a ‘license to practice’. This form of assessment is most useful and is used widely in the education environment and it can also be applied to the LIS training environment and, in particular, the continuing professional education environment.

In considering the current approach to assessment in South Africa, namely outcomes-based assessment as is the requirement of the South African Qualifications Authority (SAQA) for the registration of South African qualifications, one is obliged to state clearly to all the stakeholders concerned exactly what knowledge and skills or learning outcomes one is assessing. This method of assessment requires that the

learning outcomes for a particular unit of learning be transformed into pre-specified assessment criteria, which are given to students before they start the learning process. The student's performances are then benchmarked or judged against these stipulated criteria (Luckett & Sutherland, 2000). This criterion-referencing assessment is more popular and currently more widely used, since it adopts a holistic approach and provides the learner with detailed and accurate feedback. It also improves the consistency (reliability) of the assessment and this means that different institutions and employers can have consistency in assessment. This seems to be the motivation behind the South African project of establishing a National Qualifications Framework (NQF) on which all qualifications are weighted and recognised. The implications are that students applying for admission to institutions and programmes will be assessed on the basis of the criteria against which they were assessed and not the reputation of the organisation (Luckett & Sutherland, 2000). NQF can also be used to assess and promote staff. Continuous assessment is preferred to once-off assessment.

Recognition of prior learning (RPL) is a very important form of assessment, used to capture or judge the learning that has taken place both outside and inside of the educational institutions or systems. It weighs up the learning in terms of a recognisable educational currency such as credit points or entrance requirements. It also gives the learner the opportunity to use prior achievements from formal, non-formal and informal learning and experiences to demonstrate that certain learning outcomes or performances that are required for qualifications have been attained. RPL can be used to assess whether a learner's prior learning is adequate for him/her to be admitted to a programme or it can be used for accreditation and exemption of some or all modules in a programme (Luckett & Sutherland, 2000).

In the dissertation, it is suggested and proposed that this form of assessment can be very beneficial in training and development. It can be used to determine if certain staff can be exempt from attending certain training sessions and to promote or transfer staff to new or different positions that require certain outcomes. It can also be used to determine required and assumed knowledge of the staff. It additionally requires the DML to make sure that training programs are written and designed in an outcomes-based format so that RPL assessment can be done.

3.5.3. Validation

3.5.3.1. Definition

Rae (1993) provides the following definition of validation:

Validation can be divided into two forms of validation: internal validation, which comprises a series of tests and assessments that are designed to ascertain whether the training program has achieved the behavioural aspects as specified; and external validation, which is a series of tests and assessments used to ascertain whether behavioural objectives of an internally valid training program were realistic, based on an accurate initial identification of training needs in relation to the criteria of effectiveness as adopted by the organisation.

3.5.3.2. Methods of validation

Three stages of validation are usually present in training: pre-training, interim and end-of-training assessment. All three should be carried out if the validation is to be beneficial. However, it is noticed that due to the lack of resources, lack of time, lack

of knowledge and skill and even disinterest, especially in the library environment, all three steps are not followed. This has been the case at the DML and only the end-of-training-assessment was carried out in a form of a questionnaire, to establish whether the objectives that were initially set out were achieved, either completely or partially, and to assess if there were any changes in knowledge, skills and attitudes.

From the above, then, it is evident that, while the terms evaluation, assessment and validation are not easy to differentiate, each one has a very specific meaning in the context of training. According to Rae (1993), evaluation covers training and its real benefits at work from beginning to end, validation focuses on the effectiveness of the training in relation to training alone and assessment is the process of measuring both validation and evaluation.

3.6. Competency-based education/training

3.6.1. Definition

According to Erasmus and Van Dyk (1999), the aim of competency-based training and development is to provide the employees with the skills and knowledge they require for the successful completion of their daily (or future) tasks.

The *Association Educator* (2000) refers to competency-based education as being specific to the learner's requirements to do a job.

Sullivan (1995) defines competency-based training as a system that concentrates on the mastery of specific knowledge and skills and is learner or participant centred. He further identifies two important terms that are crucial in competency-based training:

- Skills – the tasks or group of tasks performed to a specific level of competency or proficiency, which often make use of motor functions and require the

manipulation of instruments and equipment. Some skills however, are knowledge and attitude based (for example, counselling).

- Competency – a skill performed to a specific standard under specific conditions.

Norton (cited in Sullivan, 1995) describes the essential elements of a competency-based training system:

- Competencies that are to be achieved are identified, verified and made public in advance.
- Criteria to be used in assessing achievement and the conditions under which achievement will be assessed are explicitly stated and made public in advance.
- The instructional program provides for the individual development and evaluation of each of the competencies.
- Assessment of competency takes the participant's knowledge and attitudes into account, but requires actual performance of the competency as the source of evidence.
- Participants progress through the instructional program at their own rate by demonstrating the attainment of the specified competencies.

3.6.2. Characteristics of competency-based training

According to a *National Training Board* report (1998:10-13) dealing with competency-based modular training, the following are the characteristics of a competency-based training approach:

- The training system is individualised. The emphasis shifts from the group to the individual. The individual becomes the focal point and no longer competes

with a group; he/she is responsible for his/her own performance.

- The course layout for a specific type of job is introduced beforehand. The worker is informed of the nature and extent of the various modules immediately after registering for a course. The worker therefore knows what is expected of him/her.
- Evaluation takes place on a continuous basis according to the skills objectives mastered. This allows continuous feedback to the employee, causing the employee to be more motivated.
- Developing a competency-based training programme requires a great deal of time and research. Successful implementation of the training programme requires thorough research and good planning.
- A competency-based training programme is a systematic approach to training that is directed at individual performance and evaluated according to specific criteria.

Other characteristics of competency-based training programmes, as presented by Sullivan (1995), are:

- Competencies are carefully selected.
- Supporting theory is integrated with skill practice and essential knowledge is learned to support the performance of skills.
- Detailed training materials are keyed to the competencies to be achieved and are designed to support the acquisition of knowledge and skills.
- Method of instruction involves mastery learning, the premise that all participants can master the required knowledge or skill, provided sufficient time and appropriate training methods are used.

- Participant's knowledge and skills are assessed as they enter the programme and those with satisfactory knowledge and skills may bypass training or competencies already attained.
- Learning should be self-paced.
- Flexible training approaches including large group methods, small group activities and individual study are essential components.
- A variety of support materials including print, audio-visual and simulations keyed to the skills being mastered are used.
- Satisfactory completion of training is based on achievement of all specified competencies.

3.6.3. Advantages of competency-based training

It is evident that the main advantage of competency-based training is that it concentrates on the success of the participant and is useful in situations where the individual has to attain a number of specific and job related competencies, as is the case in the Library environment. The main benefits of this form of training can then be regarded as follows:

- The achievement of competencies that are essential in the performance of a specific job.
- Enhancement of confidence building in individuals as they succeed in the mastering of competencies.
- Providing the learner with a transcript or list of the competencies they have achieved.
- Efficient and effective use of training time as the trainer is a facilitator of learning as opposed to a provider of information.

- More time dedicated to working with the learners individually or in small groups as opposed to presenting lectures.
- More time allocated to evaluating each learner's ability to perform essential job skills (Sullivan, 1995).

3.6.4. Disadvantages of competency-based training

The limitations of such a form of training are identified by Sullivan (1995), and it is essential to consider these before any training begins:

- Initial training and follow-up assistance is essential for trainers, since there is a possibility that they may slip back into the role of the traditional teacher.
- The training course is only as effective as the process used to identify the competencies and if little or no consideration is given to the identification of essential job skills, then this training is likely to be ineffective.
- A course may be classified as competency-based, but unless specific competency-based training materials and training approaches such as learning guides, checklists and coaching are designed to be used, it is unlikely that the resulting course will be truly competency-based.

Competency-based training programmes are based on the systems approach to training and education and each component of the programme is designed, monitored and adjusted to the level and pace of instruction as needed (Van Dyk et al., 1998).

3.6.5. Methods of competency-based training

Competency-based training programmes are based on 12 specific steps or tasks that should be followed to ensure the successful implementation of the programme. Van Dyk et al. (1998) present the following steps:

- Identify and describe specific occupations
- Identify essential student prerequisites
- Identify and verify job tasks
- Analyse job tasks and add necessary knowledge tasks
- Write terminal performance objectives
- Sequence tasks and terminal performance objectives
- Develop performance tests
- Develop written tests
- Develop draft of learning guides
- Try out, field test and revise learning guides
- Develop system to manage learning
- Implement and evaluate training programmes.

It has been suggested that the competency-based training approach, like any other approach, will not cure all the problems of the organisation. It will, however, help as it has been proven to be a viable method that eliminates many of the shortcomings experienced with traditional training programmes in specific fields only (Van Dyk et al., 1998). Furthermore, the researcher identifies this method of training as being very closely aligned to the requirements set out by the *Skills Development Act, Act 97 of 1998* and the *National Qualification Framework (NQF)*. It is further evident that this form of training can benefit the staff in that it will be easier for them to apply for promotion or transfers based on their attained competencies. Additionally, they will be able to seek employment in other environments that require specific competencies, thereby contributing to the economy as a whole. However, it is important to make sure that one is aware of the situation and outcomes that are desired before this

method of training is adopted, since this form of training may tend to be very rigid, robot training, and may not be suitable in all instances.

3.7. Continuing professional education and training

Continuing professional education (CPE), also referred to as continuing professional development (CPD) or continuing professional training (CPT), has become a topic of great interest among the library sectors and all professions. Weingand (2000) stresses the importance of CPE and states that it should be in the interest of all persons working in the information industry, which includes libraries. She also states that, regardless of their job titles and responsibilities – professional, paraprofessional or clerical – every staff member has the responsibility to stay up-to-date as the profession, technology and society change. This form of currency will include knowledge, skills and attitudes of the individuals and it can be regarded as an ongoing process.

As mentioned in section 2.3.1, the average shelf life of a degree is approximately three years and constantly declining. This means that every professional should focus on maintaining competence and learning new skills for success in their careers. In light of this, CPE is no longer an option, but a requirement of professional practice (Weingand, 2000). Professional education is said to lay the foundation for subsequent training and development. The practical experience provides the real-life context for the new professional, who is faced with the challenge of trying simultaneously to update and consolidate what they know and to acquire new knowledge and skills that are related to the job and position (Corrall, 1998). It is the duty of the professional to do this and in certain professions, such as medicine, it forms part of the code of ethics.

CPE has various benefits for the staff and the organisation and it is noticed that a structured approach to CPE will be very beneficial for staff, as it can assist them in planning their long-term goals and deciding how they are going to achieve them. Parry (1996) states that a system such as the LA's *Framework for continuing professional development* encourages staff to maintain a record of training and development activities, which makes it easy for them to recall how much they have achieved over a period of time. When considering who is in need of CPE/CPD, it has been recommended by the *Fielden Report* (cited in Parry, 1996) that the term 'professional' as it applies to a particular grade of staff be abolished and that all staff should be achieving the highest standards of professionalism in their jobs. In the library environment, the distinction between professionals and non-professionals or paraprofessionals, is becoming increasingly blurred in view of the traditional tasks and responsibilities. Furthermore, with the advent of the NQF and the telematic/distance learning now available, staff members have ample opportunities to upgrade their skills and gain new qualifications. The recognition of prior learning, usually through experience and informal education, is gaining more momentum and these factors indicate that there is no reason why CPE opportunities should not be available to all – regardless of grade or pattern of work (Parry, 1996). The NQFs in South Africa (equivalent to the NVQs in the UK and SVQs in Scotland) are qualifications based on the assessment of practical skills and competence. They are not restricted to any specific type of course or training, and the focus is on the staff's ability to perform certain stipulated tasks to a nationally agreed standard. In the working environment, this form of assessment will obviously have implications for managers and supervisors who are responsible for the assessment. The NQFs for qualifications benefit those without any traditional vocational education in that they

allow those persons to be acknowledged for what they can do. They are also useful to those who have formal education since they provide proof that the people can do as well as know (Dakers, 1994).

The researcher has been following the developments of the NQFs for the Library and Information Sector in South Africa and, as yet, no clear standards or competencies for library qualifications have been settled. The Standards Generating Body (SGB) with the NQF for LIS is in the process of being properly trained to do this. However, certain institutions have devised their own internal competencies and standards to assess qualifications, training and development. UNISA, for example, recognises prior learning and tests student's abilities and skills in order to admit them to certain modules or grant exemption from certain modules. Nevertheless, UNISA and other educational institutions will still have to register all their qualifications with SAQA and on the NQF.

Continuing professional development has become the feature of working life and is, therefore, needed to prepare people for a new lifetime learning environment. This is evident in many work environments worldwide. The Higher Education Funding Council for England (HEFCE) recognised the importance of continuing education and made money available as far back as 1995 to support project initiatives (Lesley A. King, 1996).

Provision for continuing education in LIS in the UK seems well developed and it is recognised that 40 percent of short courses each year are focussing on management themes. Also, most Schools for LIS in the UK are now offering one-day, non-residential events that focus on issues of current interest. In order to overcome the pressures of time and financial constraints that libraries are faced with, these courses

are increasingly being offered on-site, tailored to the requirements of individual libraries, training co-operatives and professional groups (Johnson, 1999).

The American Library Association (ALA) highlights the importance of CPE by adopting it as one of the five key action areas that the ALA uses to fulfil its mission of promoting the highest quality library and information services to its people. The ALA has an Office for Library Personnel Resources (OLPR) that concentrates on education and learning programs and the development of management and human resources policies that best serve the needs of the libraries and their employees. The Continuing Library Education Network and Exchange Round Table (CLENERT), similar to the IFLA Round Table for Continuing Professional Education, Research and Training (CPERT), is also maintained by the OLPR. It provides leadership and a forum for ideas and concerns among LIS professionals that are responsible for continuing education, training and staff development (ALA Action, 2002).

A common practice, perceptible in many developing countries, is that information centres and institutions are created and built before developing the information professionals. Kenya is a prime example, and this has resulted in severe need for continuing education and development of the LIS staff to equip them to cope with the many changes in Kenya. An area of continuing education that has been well documented in Kenya is the organisation of professional conferences, seminars and workshops. The Kenyan Library Association has also played a major role in supporting continuing education and has organised successful seminars for information professionals on various relevant themes. These included information for national development, information for rural development, towards a national information policy for Kenya, fight against information poverty in Kenya, automation

of information systems in Kenya, information and the changing environment and others (Ocholla, 1995; Ondari-Okemwa, 2000; Wanzare & Ward, 2000).

In the 1970s and 1980s, Estonian Libraries realised the importance of continuing education for librarians, which then became closely connected with the centralised library system and methodological supervision of libraries. The content of this continuing education and training changed later according to the demands of libraries, and the librarians' continuing education can be analysed on different levels as identified by Lepik (1995):

- State-wide – The Centre for Continuing Education of Cultural Workers, National Library of Estonia and the Training Centre of the Department of Information Studies organise various training courses and workshops for the staff of different types of libraries. The Estonian Children's Library takes care of the children's and school librarians' continuing education.
- Local – the research and special libraries arrange courses for their own or similar library staff and the central city and county libraries do the same for other libraries in their region.

Pors (1998), in his study on continuous education in Hungary, states that continuing education is the essential collateral of a continuing career. Therefore, a strategy for development at national level is necessary. His study indicated that it is accepted that one way of improving standards of competence and skills, and of informing others of a practical commitment to the idea, is to adopt compulsory continuing professional education as a condition for professional certification. He further stated that "it is only based on knowledge that practitioners can reflect on and change their work

experiences, and in the end acquire relevant standards of competence” (Pors, 1998:241).

Weightman (1994:129) states that “continuous development is currently being widely advanced as a way of coping with rapid changes. It is about encouraging learning at all times”. The argument here is that the more an individual learns, the more confident they are likely to become at doing so – that they learn to learn, and are likely to want to learn more.

In light of this, Reid, Barrington and Kenny (1992) summarise the process in a continuous development spiral (see Appendix II). This type of learning is capable of taking place in all sorts of settings both formal and informal and can be used for the public library.

Bobok (1998) suggests that, in order to catch up with technological changes, we should use the opportunity of continuing education to help our colleagues to be able to play an important role in the life of the community. The best way to learn new technology is through the new technology itself. The computer is highly convenient to acquire the necessary information on how to use it. The computer is extremely useful for continuous training and education to improve the level of computer literacy among information specialists and, on the other hand, computers can be used to raise the level of understanding in the learning process during continuous education (Bobok, 1998).

3.7.1. CPE in South Africa

The Report of the IFLA Mission to South Africa (1993) recognised continuing education as an important component of professional training, but is not readily available from library schools or from existing professional associations. Furthermore, the need for training and development is noticed when Black staff members are employed in branch libraries in underdeveloped areas. These workers have never been exposed to the library environment before and they work in isolation and find it difficult to adapt their high technology library training to the needs of the community that they serve. Standard professional training applications that are taught at library schools do not equip these librarians to deal with creative and analytical approaches to the problems experienced by the library. As a result, these staff members work under severe stress, are unhappy, lack confidence and are not motivated to accomplish their work.

The fact that continuing education was not readily available was reiterated by Dickson (1994), having been raised as an issue by the National Education Policy Investigation and the IFLA reports. Rose Kuhn (1994), Kaniki (1997) and more recently Stilwell (1997) have also contributed to the debate surrounding the need for continuing education in libraries in South Africa and what form it should take. Kuhn (1994:52) emphasised that many library and information workers in South Africa were “going to need CLE to help them reorient their thinking about libraries, their clientele and their practical approaches to information work in order to prepare themselves for the demands of a previously shackled population that now looks towards a transformation of society”.

Emerging from the proposal for a nationally recognised qualification structure is the National Qualifications Framework (NQF). This can be regarded as a system that offers the LIS workers the opportunity to obtain work-based qualifications. The NQF recognises the principle of life-long learning and it aims to bring about transformation by attempting to “move the measurement of achievements in education and training away from inputs and towards outcomes” (Bell, 1998).

According to Stilwell (1997), the process followed in South Africa is part of the worldwide trend in education and training and can be seen as being equivalent to the National Vocational Qualifications (NVQs) that are used in Britain. The NQF operates under the South African Qualifications Authority (SAQA), whose act provides for the establishment of bodies responsible for monitoring the achievements of education and training providers in offering programmes that meet certain standards as provided for by the National Standards Bodies (Stilwell, 1997). The NQF will provide greater impetus to formal education and training and will probably cause an increase in demand for continuing education and training in the LIS. Thus far, the NSB for the LIS sector in South Africa has not made any significant progress in setting down standards for the LIS.

It is realised that, once learners are aware that there are clear learning pathways that provide access to, and mobility and progression within the education, training and career paths, they are more inclined to improve their skills and knowledge. In doing so, they increase their employment opportunities (NQF, 2002).

In responding to the continuing crisis in South African education, the National Education Co-ordinating Committee (NECC) commissioned the National Education Policy Investigation (NEPI) to develop policy options for a future education system.

Thereafter, the NEPI subcommittee on libraries also stressed the importance of training and development of library personnel.

The Arts and Culture Task Group (ACTAG, 1995) submitted their discussion document produced by their Subcommittee on Library & Information Service, which clearly stated that “in-service training and continuing education are essential, especially in the short to medium term, to enhance the competencies of under-qualified or inappropriately qualified LIS personnel”. In this regard, pressure has been exerted upon public libraries to concentrate on in-service training and continuing education.

The *Skills Development Act, Act 97 of 1998*, also views the importance of training and development of staff. The Act (as mentioned in section 2.2) seeks to develop the skills of the South African workforce and thereby increase the quality of working life for workers, improve the productivity in the workplace, promote self-employment and the delivery of social services. The Act also seeks to encourage employers to use the workplace as an active learning environment to provide opportunities for new entrants to the labour market to gain work experience.

The *Skills Levies Act, Act 9 of 1999* introduces a compulsory levy that is equivalent to one percent of the payroll of all companies. 20 percent of the levy collected is paid into the National Skills Fund while the remaining 80 percent will be paid as grants to firms that carry out accredited training that meets the criteria linked to the sector skills plan. This will mean that, if the public libraries do not engage in some form of accredited training and development of its staff, it will stand to forfeit one percent of its payroll and, with the diminishing budgets that are allocated to libraries, it cannot afford to lose its funds. However, it is observed that, although these strict measures

are in place, this is not practised as it should be in most organisations. The LIS, for example, uses its previous training schedules to prove that it carries out training, and no investigation is done on the quality of that training or on the policy that exists within the organisation.

According to Kuhn (1994), continuing library education has moved with the times from job content and management training and catering for technological changes, to a more broad-based education, which takes cognisance of the socio-political and economic environments in which library and information workers operate.

3.8. Role of Professional Associations in continuing professional development of LIS staff

3.8.1. CPD in other professions

Noon (1994) stated that professions need a professional body to support and sustain the spirit of the profession on behalf of its members. Persons who are practising a profession also need to keep abreast of changes and it is the function of the governing body of a profession to ensure that every member is properly equipped with up-to-date and comprehensive knowledge.

Liebi (1998) suggests that the LIS associations are in an extraordinarily good position to plan, organise and promote continuing education opportunities.

It is important for the LIS to have an idea of what other professions are doing regarding CPD to get a better understanding of what it should do. Noon (1994) identified that some professions, such as the *Chartered Institute of Bankers* and *Chartered Institute of Management Accountants* followed the LA's approach (voluntary approach) on CPD, while the majority adopted the mandatory approach to

CPD (the *Chartered Institute of Marketing, Chartered Insurance Institute*). The *Chartered Surveying Profession* also cited the same reasons for CPD as LA. The *Royal Institution of Chartered Surveyors*, in 1991, made CPD a requirement for all practising chartered surveyors if they wished to retain their qualification. There was an obligatory requirement to undertake sixty hours of development in each three-year period, monitored by inspecting members' CPD 'logbooks'. The *Law Society* also has mandatory requirements for members and solicitors to attend CPD in a number of compulsory elements, and they have to gain certain number of points under the Society's scheme to fulfil this mandatory requirement (Noon, 1994).

Certain professions in South Africa, such as Medicine, Law, and Accounting, have such approaches to CPD. As yet, the LIS has not adopted such a strong standpoint on CPD, although it does acknowledge the importance thereof.

The literature review also indicates the important role that professional associations in other spheres, such as health care, engineering and town planning, accountancy and human resources management, play in CPD (Corrall, 1998; Shepherd, 1998; Campbell et al., 2000).

3.8.2. LIS CPD initiatives

The American Library Association (ALA) plays a unique role in assessing the continuing education needs of its members and of those in the profession; co-ordinating programmes to meet these needs; communicating their availability and delivering training where appropriate. Continuing education is sponsored and delivered by every office and division within ALA (ALA Action, 2002).

The Library and Information Association of New Zealand Aotearoa (LIANZA) operates a scheme of association for individuals who have completed five years of

library service since gaining their qualification. Three of the five years must be spent in a New Zealand Library (Campbell et al., 2000).

The Library Association in the United Kingdom has been very prominent in encouraging LIS professional development and also encouraging professionals to take responsibility for their own career development. This is evident in the production of the *Framework for Continuing Professional Development*. The LA also works on a certification-based membership scheme. There are two routes to obtaining associateship and these can be followed by individuals who have gained accredited degrees or postgraduate qualifications (Campbell et al., 2000). In the first route, the candidates must complete at least one year of supervised professional training approved by the LA and done by a Chartered Member of the LA, who has been on the register for at least five years. In the second route, the candidate can apply for associateship after completing two years of work experience without direct supervision and without following the LA-approved training. This route is open to candidates who have not obtained a formal qualification in LIS studies. As part of the application, the candidates must submit a Professional Development Report, which gives an account of their professional development from the point of obtaining LIS qualification to the time of making the application. These measures are in place to ensure that those attaining professional status can demonstrate professionalism and maturity. They are also used to debate the extent to which it may be desirable for ongoing compulsory CPD to be made a requirement for those retaining professional status, as is the case in other professions in the United Kingdom (Campbell et al., 2000).

Annual conferences, local seminars and teleconferences are part of the professional development programmes for the Canadian Library Association, while the Australian Library and Information Service (ALIS) had developed a career planning kit including the Association's CPD policy statement, guidelines for assessing professional development opportunities and planning workbook to assist in the process of planning and recording career development. As from 2000, the ALIS introduced a subcategory of membership that recognises the CPD of the individual by awarding the post-nominal letters 'CP' (certified practitioner). The individual will have to complete a minimum of 20 hours of CPD annually, with a total of 80 hours over a three year reporting period. This is similar to the medical profession, where one has to complete a specified time of community service before they can obtain professional status.

From the above it is evident that Professional Associations are largely responsible for providing education and learning opportunities that meet the needs of their members. These types of CPD can be workshops, conference programmes, and articles in professional journals, reports and policies.

3.8.3. LIS CPD in South Africa

The Library and Information Association of South Africa (LIASA) is a fairly new body that was launched in 1997. It replaced all other library associations such as the former South African Institute for Librarianship and Information Services (SAILIS), African Library Association of South Africa (ALASA) and the Library and Information Workers Organisation (LIWO). SAILIS was responsible for most of the CPD in the past, but due to the apartheid system, this service was not extended to most LIS sectors. LIASA, in its offering to the LIS sector, states that it has the power

to take steps necessary to promote the professional development of its members and, as part of its aims, indicates that it is to promote and provide education and training to LIS workers (LIASA, 2002). However, it is noticed that this association does not have any specific aims or committees responsible for CPD like the other associations mentioned earlier. Although the association has conducted several conferences, lectures and workshops thus far, it still needs to develop into an association that can provide accreditation and professional status to its members and co-ordinate the CPD of all LIS staff.

3.9. Competency building model

The researcher believes that libraries should function in the same manner as other businesses, in order to meet the needs of the demanding users that they serve and to ensure appropriate training and development of its staff.

In light of this, the Model for Building Competency (see Appendix III) can be suggested as being useful in the library, when planning and organising competency-based training and development. This model consists of six different competencies that relate to superior performance. Five of the competencies are business competencies that could apply to many different positions in the company, while the sixth competency is unique to the Human Resources Manager position (Dubois, 1998). Furthermore, the elements covered in the model include effective communication, creative problem solving, customer focus, influence, resource utilisation, HR technical expertise, and the competencies are recognised as a demonstrated outcome, similar to the view of Weightman (1994). The model also indicates the nature of competencies as being a combination of skills, knowledge, behaviours, values, attitudes, beliefs and motives. These are extremely important and

need to be taken into consideration when designing competency-based training and development activities in the library environment.

3.10. Summary

Research results in the field of training and development have provided sufficient evidence that this is essential for the library. The concepts training, development and education are inter-related. From the literature survey, it is noticed that not enough has been done in respect of continuing training and staff development in public libraries. The determining of the training needs of both the organisation and the individual is equally important. Various training methods were discussed, as was the evaluation of training. Competency-based/continuing education was also surveyed and the importance thereof was discussed. Pressure exerted by government bodies makes it necessary for libraries to seriously consider their position regarding training and development and, in particular, in-service or continuing development. To accomplish this, research needs to be conducted to establish what the staff perceptions are with regards to the present training and development.

The research done in the DML confirms that training and development should be catered for in a comprehensive and thorough manner. A strategy and guideline for this endeavour, the *Framework for Continuing Professional Development* of the Chartered Institute of Library and Information Professionals (CILIP, 1992) has been chosen as a suitable answer to the problem.

CHAPTER 4

FRAMEWORK FOR CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

4.0. Introduction

Since there is no structured framework for CPD of the LIS personnel in South Africa, the researcher decided to look at what is available in other countries and has tried to come up with a suitable framework for CPD that can be used at the DML, other libraries in the country and LIASA. The *Chartered Institute of Library and Information Professionals* (CILIP) developed a formal framework for CPD in 1992. This framework consists of a set of guidelines for individuals as well as employers, professional institutions and providers of CPD activities and a personal profile (Refer to Appendix IV). This framework has been utilised by many LIS organisations and the researcher believes that this framework is suitable for use in the South African LIS sector.

Permission was obtained from the CILIP to adopt and suggest this framework for the LIS sector. The researcher has studied this framework very carefully and conducted a literature review on the topic to ensure that it is and can be useful for the DML and other libraries in the country. Since such a framework for CPD does not exist in this country, this may be the stepping stone to a more formal and structured way to CPD of the LIS personnel, especially in the DML where it is evident from the study that no formal, structured CPD programme exists.

Employers, professional bodies and the individual have important roles to play in the CPD of the LIS workforce. The framework can assist one to develop the competence

at work and to make the most of one's abilities, irrespective of whether they intend to seek promotions or to move on to other work options (CILIP, 1992). The model featuring the roles in development by Wormell (1998₂) will be discussed, as it can also be used to demonstrate the importance and relevance of a structured training and development framework for the DML.

4.1. Background to the CILIP Framework on CPD

The CILIP introduced the framework for CPD of its members, so that they would be able to keep pace with the rapid changes in their working environment. It was noticed that significant social, economic, political and educational developments all had an impact on the delivery of library and information services. Furthermore, funding and administrative issues, as well as the introduction of technology and the changing expectations of the users, have also lead to a change in the manner in which services are provided. This means that the LIS professionals, just like professionals from other fields, need to ensure that their skills and competencies are in keeping with the changing demands of employers and users.

As has already been stated, academic, vocational and technical qualifications have a very short life span of three to five years. The CILIP then responds to the need for CPD after initial qualifications by awarding Chartered Membership and fellowship, and the provision of a programme of events that are designed to update knowledge and develop skills (CILIP, 1992). Not only do the members of CILIP have a responsibility to ensure high standards of service, but the employers have an equal responsibility to support staff development. Those members that are employers have the responsibility to ensure that those whom they supervise are trained to conduct their activities competently.

CPD, as mentioned earlier, can be regarded as the ongoing process that is aimed at monitoring and upgrading the skills of individual workers within the profession, for those who work as team members or on their own. It has the ability to enhance the individual's efficiency and effectiveness, develop a marketable worth and promote recognised or recognisable good practice throughout a particular profession (Library Association Record, 1994).

The framework for CPD consists of the Personal Profile that enables the individual to analyse their own professional development needs and to prepare a personal plan, record activities and evaluate their progress. It is a step-by-step guide, which can form a permanent record of achievements. It also enables the individual and employers to devise, implement and assess CPD plans in close collaboration. The aim of this formal record of continuing development is to reinforce the principles of continuous improvement in work performance as the responsibility of the individual (Redfern, 1992).

It also provides a set of guidelines that focus on the individuals, employers, professional association and the providers of the CPD activities for the LIS workers.

The **Guidelines for Individuals** aim to develop and maintain intellectual and personal development throughout one's working life. This also includes the individual's personal responsibility for taking action to improve skills and update knowledge in relation to current employment and anticipated future work. The guidelines focus on:

- Guidance on good practice in demonstrating commitment to CPD
- Identifying personal CPD needs

- Creating a personal development plan
- The implementation of a CPD plan
- Recording and evaluation of a personal plan (CILIP, 1992; Redfern, 1992).

The **Guidelines for Employers** aim to create an appropriate climate and support system for CPD, which makes a positive contribution to the organisational development. The focus is on:

- Guidance on good practice related to creating commitment to CPD
- Identifying the needs for continuous staff development
- Implementing CPD plans
- Evaluation of the benefits of CPD for individuals and employing organisation.

Guidelines for Professional Associations aim to promote and support the CPD of the members of the Association in order to enhance the status of the workforce and ensure high standards of professional conduct. They focus on good practice in:

- Establishing a strategy and plans for CPD of its members
- Promoting CPD
- Encouraging members to identify CPD needs, plan appropriate action, record and assess the benefits in a systematic manner
- Identify the range of structured CPD opportunities appropriate to the needs of the members

- Recognise the contribution of unstructured activities to CPD
- Give recognition to CPD progress
- Monitor and evaluate effectiveness of CPD Framework.

Guidelines for the providers of CPD activities aim to create and maintain a continuous learning environment, recognising the contribution of both structured and unstructured activities, and giving due attention to systems of evaluation, recognition and reward. Providers of CPD include employers, academic institutions, professional bodies, commercial education and training organisations. The guidelines focus on good practice in:

- Recognising and assessing the range of development opportunities in the working environment
- Reviewing the range of CPD needs, both current and emerging
- Developing and delivering flexible cost effective courses and learning materials
- Evaluating CPD activities
- Considering appropriate recognition and/or reward for CPD.

4.2. Why is the Framework important?

It is evident that the environment in which the LIS operate is constantly changing due to economic, political, educational, technological and social developments. The LIS

has to anticipate its service delivery in accordance with the changes in funding, technology and expectations of the users. There exists a strong reality that the LIS will have to decide on new possibilities for service delivery; this has considerable implications for the working environment of the individual. Demand is placed on the updating of knowledge and skills, acquiring of new skills and the maintaining of core competencies. Academic, vocational or technical qualifications cannot provide a solution in such a situation, mainly because of their short life span. The maintenance of competence and career advancement both require a commitment to continuous improvement and professional development, as job requirements and personal interests change (Redfern, 1992).

Thus the Framework can be regarded as an enabling tool for CPD, rather than a prescribed method. The researcher is of the opinion that it will be very applicable to the Durban Metropolitan Library, which has a very unique environment as compared to that of the CILIP members overseas. The Framework can additionally accommodate all levels of staff, including those who do not have any formal qualifications.

The Framework can also be useful to the unemployed, as it provides a systematic approach to a wide variety of learning opportunities and recognises the importance of structure on and off-the-job training. The Framework ensures that the individuals are able to recognise and identify the learning outcomes from work-based and own-time activities (CILIP, 1992).

The Framework is aimed to be supportive, coherent and consistent while, at the same time, it allows the individual the flexibility to plan constructively on the basis of personal choice, perception of need and the availability of resources. The process is

voluntary rather than mandatory and the success and development is dependent upon the extent to which it is taken up and the vigour with which it is applied in practice (Redfern, 1992).

The Framework caters for all LIS staff, regardless of their age, level of responsibility, size of the organisation they work for and whether they take career breaks or not. The main aim is to encourage individuals to take responsibility for their own lifelong learning, to influence their own future rather than simply react to events. Even if there are no prospects for promotion, there will always be a need to put effort into keeping abreast with new knowledge and techniques, so that when opportunities arise, the workers are prepared to take advantage of them (Simmonds, 1994). With the implementation of the Employment Equity policy at the DML, most staff members are faced with this situation, but it is important to ensure that they do not lose interest in the LIS sector.

Redfern (1993) states that the Framework is a voluntary scheme that encourages a systematic approach, which recognises and promotes the value of work-based learning. This supports the individual in reviewing their own position before negotiating with employers and seems to be a realistic method to adopt. The Framework is tailor-made to support staff in the provision of high quality services.

4.3. Benefits of the Framework for the DML and other LIS organisations.

CILIP (1992) has identified many benefits of using such a framework. These can be divided into those that are advantageous to the organisation or employers and those that are beneficial to the employees.

Benefits to the employer (the DML):

- Improved service to its users and stakeholders of the DML, such as other Metropolitan units
- Better performance and productivity from all levels of staff
- Potential candidates for promotion
- Visibility as an exemplary employer
- Attracting high quality staff to the organisation
- A committed and skilled workforce.

Benefits to the employee:

- Enhanced skills and job satisfaction
- Experience of working in an environment that supports learning
- A recognisable framework within which to place activities and experience
- A record of development with the possibility of accreditation towards academic awards

- An improved profile for library and information skills
- Increased self-esteem on the job.

It is important to identify key work areas, within which specific training and development is necessary. The DML could utilise the key work areas as identified by the Framework:

- Library and information skills
- Personal effectiveness or communication
- Management skills
- Corporate skills.

The study found that the training and development offered by the DML did not focus on key work areas. This could mean that the trainees may experience difficulties in adapting the training received to the key work areas or in identifying the knowledge and skills required.

It is further noticed that each individual will have different CPD needs (as is evident in the DML). The workers themselves must decide, together with their employer, what is appropriate. The Framework will be very useful in this regard, as personal assessment and development of needs and the ways to meet these needs are a vital part of the Framework.

Furthermore, the DML employees are usually involved in an appraisal scheme, where they go through a process of recording achievements, training needs and development

ideas. This is a very informal system and staff members usually make a few notes of these issues just before the appraisal meetings. The Framework can serve a dual function and prevent duplication of efforts if implemented, in that it is a more structured means of recording all the information that can be used for development, training and appraisal of performances.

Nankivell (1997), in her study of the use of the Framework by various Library sectors, found that the Framework can be very beneficial to people working in smaller units. Additionally, it takes into cognisance the needs of workers in distant or remote locations (away from the parent organisation) as well as small organisations and one person staffed services. The DML seems to have these categories of staff in existence in its employ.

The LIS in South Africa, like in other countries, are converging (or have done so already) with other services or departments and local authorities such as the Provincial Library Services and Metropolitan Libraries. In certain instances, non-librarians are appointed to “top posts” – this could mean that the quality of service offered is highly questionable.

Furthermore, standards of professional practice and assessment of competence have become very significant in South Africa as a result of government interventions (such as SAQA and NQF). This has meant that emphasis is being placed on competence at work, quality of services, recognition of prior learning and rewarding or accrediting learning of individuals.

The Framework incorporates all of these aspects and will not only assist an organisation like the DML in providing a more formal CPD, but it will also ensure that the organisation is functioning within the ambit of government legislation.

According to Redfern (1995), an outstanding skill of the information professional is the ability to analyse and synthesise. The Framework is about making connections with the skills staff members already have, what they might need and what they will need to thrive in a rapidly changing working environment.

The employees at the DML are currently experiencing an increasing range of responsibilities that are needed to provide a high quality service to its users. This, as a result of limited resources, mergers, budget cuts and staff shortages, together with the impact of technology on basic skills, will mean that staff will have to seek ways to develop their skills.

The formal structure of the Framework ensures that staff members demonstrate competence at work; yet it is flexible and hospitable enough to accommodate the development needs of all workers. It also supports development within current positions held by the workers, while at the same time allowing them to prepare for possible future employment.

4.4. Negative aspects of the Framework

It is important for one to bear in mind that, although this Framework can be very useful, certain negative elements may also exist:

- Using the Framework can be very time consuming;

- The lack of interaction involved in completing the Framework can be off-putting;
- It can be difficult to sustain the use of the Framework although, initially, it may be very exciting and generate enthusiasm;
- Librarians often feel that they should use it but do not;
- The Framework can feel irrelevant if one does not have a career plan or know exactly where they want to go;
- It may be difficult to encourage older and more senior LIS professionals to use the Framework.

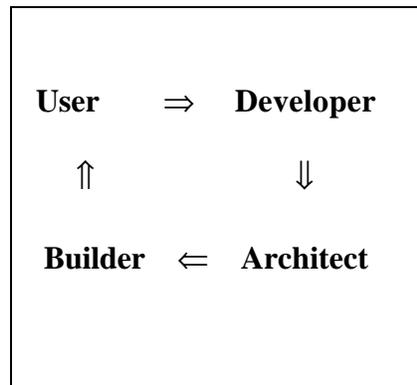
The process of analysis, planning and recording allows one to identify opportunities for personal growth and development (Simmonds, 1994).

This Framework represents the best method of a structured training and development situation and the recording of training and development. The researcher believes that it is not necessary to reinvent the wheel and try to develop another framework. LIS should rather make use of the existing one. Furthermore, the flexible and accommodating nature of this Framework makes it usable in any work environment and allows for easy adaptation to suit the specific training needs of the individual organisations. The LIS in South Africa has wasted much time in trying to decide on the correct structure for training and development of its staff; this could be the answer.

4.5. The Wormell Model

The following model (*Figure 4.1*) can be useful in enhancing the training and development efforts of staff at the library. It can be regarded as information system development as teamwork of skilled experts (Wormell, 1998₂).

Figure 4.1 Roles in development



Here the development of the information system and the role is analogous to the building construction, which is a process of interaction between different skills towards the achievement of a common goal. This synergy of work is regarded as important and could be applied in the library situation. The user may be seen as the staff members of the library, who have specific training needs. The developer in this case will be the library department or the human resources department, which provides the financial resources to undertake the training and development of the staff. The architect will represent those persons responsible for designing and putting the relevant training and development courses together (such as the human resources managers, training managers). They may even undertake research to establish what training is needed at the various levels of personnel. The builder will represent the actual trainer, who presents and co-ordinates the training program itself. The builder has a direct impact on the user or staff, as they remember and recall what the builder has presented. This will result in interaction from various levels of staff to achieve the

aim of providing adequate training and development to the staff. This is exactly what is needed in an organisation like the DML.

4.6. Conclusion

From the above discussion, it is evident that the Framework can be used independently by individuals to enhance their personal development, which will ultimately improve their performance and the quality of services offered by the LIS. However, it is suggested that the DML use it as a tool to create and enhance a culture of learning at work that would demonstrate real commitment to the workforce. The DML could purchase a copyright waived version of the Framework and all employees in the organisation could use it. Furthermore, it is important for management to endorse the use of the Framework, as this will motivate the staff to implement it. The LIS also needs to look at other structures when deciding on a framework for training and development of staff and the Wormell (1998₂) model is applicable.

Since the LIS professional association, LIASA, does not have a formal policy regarding CPD, this Framework can become a useful tool to ensure that their members are competent and that their skills are updated and relevant for the working environment.

CHAPTER 5

RESEARCH METHODOLOGY

5.0. Introduction

This chapter will explain and justify the method of investigation that was followed in this research study. Research design issues will be discussed that are relevant to the study only. General methodological issues were already discussed in section 1.2.

For this study, evaluation research method, a form of applied research, was used to establish whether the training and development offered at the DML is adequate and in keeping with what LIS professionals require to be competent in their work performances.

This method of research involves both probabilistic sampling and theoretical selection, and multiple methods of data collection are available. Furthermore, the method also includes all available modes of observation: structured (the questionnaires), less structured (participation observation) as well as analysis of existing documented sources such as participation records, reports and feedback (Mouton, 2001).

In using this method, valuable information will be obtained that was assisted the researcher in designing a suitable framework for continuous training and development of the LIS staff at the DML.

5.1. Population and sample design

Population and sample design issues used for the research at the DML are as follows:

5.1.1. Population

For the purpose of this study, the population is defined as comprising all the staff employed at the Durban Metropolitan Library, both professional and non-professional, excluding top managers. The sampling ratio of the target population is 45 percent. The sampling frame chosen is able to represent all the staff, since it includes employees from branch libraries, various departments, different levels and positions. This population was appropriate in terms of obtaining the desired information.

5.1.2. Sample

The chosen sample is divided into three categories:

- a) Professional librarians include branch librarians, senior librarians, departmental librarians, assistant librarians and newly qualified librarians. These librarians have some form of professional qualification, such as a degree or higher diploma in librarianship.
- b) Library assistants include part-time library assistants as well as full-time assistants and research assistants from all branches and departments of the library. This sample has Grade 12 as the minimum qualification.
- c) Others include office assistants, book shelvees, baggage attendants, book menders, clerks and reception staff.

This selection was seen as the best way of reaching the target population and achieving a representative geographical sample of staff from all levels and departments of the DML.

5.1.3. Sampling technique

Probability sampling was used where all the elements in the population have some known chance or probability of being selected as sample subjects. Here, a simple random sampling technique was applied to overcome bias. Due to the homogenous nature of the elements being studied, it is felt that the target population is definitely being represented – this was the main reason for this method being chosen. Responses from five different training sessions were used and from each session a representative sample was taken for analysis. Care has also been taken to ensure that staff members from all departments, branches and designations were chosen.

5.2. Data collection

5.2.1. Questionnaire

The questionnaire that is used in this survey is divided into two sections, Part A and Part B (Appendix I). Part A concentrates on biographical data such as age group, length of service, designation, and gender. Part B consists of six items dealing with the present training and development that is offered by the Durban Metropolitan Library. It is also a semi-structured questionnaire, incorporating both open-ended and close-ended questions. The reason for using open-ended questions is to avoid pre-empting what the respondent might say while answering these questions and to allow for the respondents to express opinions in their answers.

Two main methods that are used to identify opinions of participants about a training programme are group discussion and questionnaires. Group discussions involve the participants criticising and commenting on the course. This requires careful handling to be successful, to avoid unusual problems of group discussions and to overcome the reluctance of people who fear embarrassment induced by adverse criticism in the

presence of trainers and staff. This was not used at the DML; instead, the questionnaire was utilised. This method was appropriate, because it was able to provide the data that was required for a descriptive statistical analysis. It is also a cheaper way of collecting data.

According to Conyers (1986), the use of questionnaires not only provides course organisers with possible objective feedback, but also reinforces learning by getting the trainee to think afresh of the benefits of the course. Where applicable, proposals for future action based on what has been learnt can be made.

The important disadvantage of questionnaires is that respondents, fearing victimisation, sometimes answer questions in accordance with what the course presenter would like to hear, rather than being objective and critical.

Questionnaires were handed out at the end of several training sessions that were held at the Durban Metropolitan Library. Staff members were requested to complete these so as to assist the training officer in future training endeavours and to assess the usefulness of present training. They were also given the option of remaining anonymous and were reminded that this would only be used as a guideline and did not guarantee changes. Ollerenshaw (2001) states that the guarantee of anonymity and confidentiality helps to maximise qualitative validity.

The importance of the questionnaire and the meaning of certain open-ended questions were explained to the staff to ensure that all of them interpreted the questions in the same manner. This was also meant to assist in obtaining accurate data that is objective. The invitation for staff to give general comments (see questionnaire,

Appendix I) provides more detailed information on the individuals' perceptions of the training course.

5.2.2. Observation

A qualitative research element was added to the research since the researcher has been involved in actual staff training and development and was in a position to observe the training practices at the DML. This provided useful information that was incorporated into the research.

5.3. Data analysis techniques

The data was analysed as follows:

5.3.1. Frequency

In frequency data, one divides the range of values into intervals and counts the number of data that lie in each interval. This result is known as a frequency distribution (Melville & Goddard, 1996). For this survey, a frequency table will be used to show the distribution of individual data items. A frequency table is a two-column table in which the categories of the variable are placed in the left hand-column and the sum of the tallies (frequencies) is placed in the right-hand column.

5.3.2. Percentage

Percentage distribution refers to the frequencies that have been converted into percentages.

For this survey, the frequency and percentage analysis will be represented on one table by adding an additional column. This change of frequency distribution to

percentage distribution allows one to make comparisons between different distributions and/or to report them as a relative proportion of observations.

5.4. Summary

The above discussion concentrated on research methodology issues. These dealt with how the research was carried out to ensure maximum validity. Methodology can then be seen as an assortment of certain scientific methods used to investigate phenomena. Population and sample design that were used were examined, as were the data collection methods, procedure and techniques. This was followed by an analysis and presentation of the results obtained.

CHAPTER 6

ANALYSIS AND PRESENTATION OF RESULTS

6.0. Introduction

The results obtained will be presented and analysed in terms of the data analysis techniques discussed in chapter 5 above. The questions have been grouped into open-ended and closed-ended questions. The questionnaires intend to provide answers to the value of the training that was provided at DML and serves as validation of the training sessions.

6.1. Presentation of results

The following results were obtained from the questionnaires:

Part A : Question 1 : Name of course attended

Table 6.1.

Name of courses	Frequency	Percentage	Sample
Cultural diversity	30	30%	105
Train the trainer	17	16%	105
Assertiveness training	12	11%	105
Personal empowerment	13	12%	105
Performance management	33	31%	105
	105	100%	105

Data was chosen from 5 training sessions that were very well attended by most staff from the various departments and from different levels. From the 105 members of staff sampled, 33 (31%) attended the performance management course, 30 (30%) attended the cultural diversity training, 17 (16%) attended the train the trainer course, 12 (11%) attended the assertiveness training and 13 (12%) attended the personal empowerment training.

Five different training sessions were used so as to obtain the views of as many staff as possible thereby ensuring that the results was representative of the entire staff. This random selection also serves to ensure the former. The above courses were designed for both professional as well as non-professional staff with an attempt to develop skills, peculiar to the library environment, in all staff. These results also represents some examples of the type of training done at DML and the nature of the courses can suggest that the management has recognised the need for staff to be developed in these areas. It may also suggest possible experience of problems in these areas, hence the decision to provide these courses.

Question 2 : Name of respondent

For this question, staff were allowed to remain anonymous if they wanted to and out of the 105 staff members surveyed, all chose to remain anonymous.

Staff were given the option of remaining anonymous so as to provide assurance of confidentiality and to emphasise that there will be no follow up pressures on them. This also is in keeping with the fundamental principles for questionnaire design as discussed in Hague (1993: 45). According to Conroy (1978), when anonymity is allowed in questionnaires, it offers the opportunity of free expression. From the

responses received in the questionnaires, it is thus evident that staff felt free to express their opinions, suggestions, comments, etc.

Question 3 : Designation

Table 6.2.

Position	Frequency	Percentages
Librarian	25	24 %
Library assistant	58	55 %
Other	22	21 %
	105	100 %

24 % of staff trained were librarians with professional library qualifications. 55% were library assistants with a minimum of at least a standard ten and 21 % of the staff fell into the category 'other' referring to clerks, book menders, baggage attendants and shelvers. This result indicated clearly that training is offered to all levels of staff. The researcher has noticed that although top management have been excluded from this study, only two of this level of staff did attend these training courses and the possible reason for this is that the content of these courses is generally projected at lower levels of staff.

Librarians, especially newly qualified librarians, will need in-house and competency-based training. They may have learnt all the new library techniques at library school but in most cases will have had very little experience or opportunity to put theory into practice (Casteleyn, 1981).

Casteleyn (1981) and Heynes (1994) also stated that training for library assistants is important, as they are the people who are in close contact with the public and whose daily dealings can make or break the reputation of the service. The user perceives them as the public face of the library.

Heynes(1994) also found in his study that although working with the public requires quick wit and the capacity to think on your feet, library assistants are often reluctant to attend CPD when this is offered to them and they feel that it is the professionally qualified and higher levels of staff that should only attend. They also feel that the professional staff would not let them attend or even feel that there is no point in attending CPD without professional qualifications such as a degree since without a degree, they are going nowhere in terms of promotion. Based on the researchers observation and personal contact with staff, this can also be seen as the general perception of many library assistants at DML too.

According to the *Working Group on Libraries and Information Technology* (1996), integrated staff training for library practitioners require the recognition of a matrix of training needs, including those of senior managers, supervisory staff, technical staff and public service providers. All levels of staff need generic skills such as communications skills, problem solving skills, time management skills, etc. Curry & Watson (1998) stressed the importance of an awareness of generic training issues.

According to their study, training should be accessible to all staff that needs it.

Although provision of training for part-time staff, especially those who work only during evenings and weekends, is difficult, they work unsupported by senior staff and their training needs deserve attention. This study included part-time staff as they do play an important role in providing a service to the users of the library. Most branch

libraries at DML have part-time staff employed to assist when the library is busy such as in the afternoons when schools close and on Saturdays.

This is when the students come to the library to do their homework and projects and assignments.

Question 4 : Branch/department

Table 6.3.

Elements	Frequency	Percentage
Central library	35	33 %
Branch library	44	42 %
Departments	26	25 %
	105	100%

33 % of the staff trained came from the Central Library which includes the Reference Library, Don Africana Library, Central Junior and Central Adult Libraries and the Music Library. 42 % from Branch Libraries and 25 % from other departments such as acquisitions, mending, despatch and technical services department, display and reception.

Majority of the staff of DML are located in the branch libraries, which accounts for the high percentage of branch staff being trained. Staff from the departments do not usually interact with the library patrons and this could be the possible reason why fewer staff in this category are trained. The Central Library is the busiest library and most often staff are not able to attend training due to staff shortages. It is interesting to note that even clerical staff such as the attendants, menders and clerks, who according to Casteleyn (1981), are usually overlooked for training as they are not professionals or potential professionals, are also included in DML's training programmes. It is

disappointing to note that not many top management level staff attended these training sessions as they could have added value to the training by sharing their experiences and knowledge with the rest of the trainees.

Question 5 : Length of service

Table 6.4.

No. Of years	Frequency	Percentage
0-2 years	18	17 %
2-4 years	36	34 %
4-6 years	12	11 %
6-8 years	13	13 %
over 8 years	26	25 %
	105	100 %

The largest category of staff trained were fairly new staff working for a minimum of 2 years. Although it is an excellent idea to train new staff, it must be remembered that it is equally important to train all other staff. Staff with long service attend fewer training courses ie. 11 % and 13 %. Casteleyn (1981) suggests that training is equally important for all staff from senior management to the newest junior. Training should be a continual process if it is to keep staff up to date and aware of innovations and changes in the library world. Since library systems do not remain static, training should be aimed at keeping all staff aware of whatever is happening in the library and should not be aimed at mainly new staff. Staff who are in the service for a long period of time, especially professional librarians, may need refresher courses which will

assist in “brushing away some of the cobwebs that might have accumulated over the years” (Casteleyn, 1981:12).

Staff who are in the service for a long time and who move from one section to another need instruction and training in new tasks and environments. There is also no library school in the world which could be credited with providing graduates who are 100% job ready, therefore it is important for the libraries to encourage and train on the job, not only the newly recruited library staff but also those who have been in the service for some time (Ondari-Okemwa, 2000). Outside training and education at academic institutions such as postgraduate courses can also help to keep up to date with the profession. Professional Associations can also be very useful if they coordinate CPD activities for the LIS sector.

Question 6 : Age group

Table 6.5.

Elements	Frequency	Percentage
20-30 years	59	56 %
30-40 years	31	30 %
40-50 years	11	10 %
50-60 years	4	4 %
other	-	-
	105	100 %

56 % of the staff trained were between the ages of 20 and 30 years old. The library seems to have a very young workforce with 86 % of the staff 40 years old and below.

No respondents were younger than 20 years. It will seem that more young staff are trained than the older staff. The library has a lot of new blood entering its workforce and they have to be trained to ensure an efficient service. It should be borne in mind that the older staff may become too relaxed in the traditional methods of doing things and will need proper training to help them cope with modern situations. Many young people are entering the library world without much of an idea of what the job entails and no amount of book learning can replace the real shop floor work. In these circumstances, education and training becomes complementary and is essential (Casteleyn, 1981). It is evident that older staff members are reluctant to attend training and this is possible due to their set patterns of doing things, the difficulty to accept change and they feel threatened to admit their weakness in certain areas of the job. It is important for DML to try and get these individuals to acknowledge the change and choose to be changed rather than to be forced to change.

Part B : Question 7 : Were objectives of the training clearly stated at the outset?

Table 6.6.

Element	Frequency	Percentage
Yes	105	100 %
No	-	-

All 105 of staff indicated that the objectives of the training courses were clearly stated at the outset. The training tries to accommodate staff as far as possible and in doing so, ensures that they are involved in setting the objectives that are to be achieved. This provides staff motivation. McGehee & Thayer (1961), stress that the incumbent is a key source of information about the skills needed to perform the job adequately. In

keeping with this, Morano (1973) contends that employees are aware of their skill, weaknesses and performance deficiencies and, therefore, are in the best position to determine their own training needs. By being involved in setting the objectives of each training course, staff are not only motivated but also feel part of the training process and can focus the training to help develop their specific needs. Currie & Watson (1998) further maintain that the training courses should be flexible enough to respond to evolving needs of the staff. Casteleyn & Webb (1993) indicate that objectives should be stated clearly and concisely and it is not necessary to make lengthy lists to cover what is needed.

The learning objectives for the training should be carefully set out and in order to set realistic objectives, the trainer must decide what areas of growth and development are likely to be focussed upon during the training activity or session (Agochiya, 2002).

The objectives provide direction to the training programme, serves as a basis for evaluation of the programme, can be a tool for meeting participants training needs and a help to define the limits of the training programme.

Question 8 : Were objectives achieved?

Table 6.7.

Element	Frequency	Percentage
Yes	104	99 %
No	1	1%

99 % of the respondents all felt that the objectives that were set out were achieved at the end of training.

This is again probably due to the fact that staff are involved in the setting of the objectives. Should any one person have an objection to an objective, it is discussed and a suitable one is chosen. The remaining 1% felt that only some of the objectives were achieved. The objectives of the course should be able to produce a thoroughly briefed, experienced and confident member of staff who will be capable of working to the same standards as the rest of the experienced colleagues and who will be able to cope with any situation arising in the library (Casteleyn, 1981). The fact that 99% of the staff indicated that the objectives were achieved, would suggest that the training might have had an impact on them.

It is the participants of the training that are the key role players in the training exercise. They are seen as the objective as well as the subject of the training process and the whole training process is directed at them, while at the same time they play an important role in reaching out to others in the training group, advancing the learning process and assisting the training team to realise their objectives (Agochiya, 2002). It is also important to ensure that objectives are set out from the learner's perspective, they are specific and realistic and practical and do not promise results which are beyond the control of the trainer. Furthermore, objectives should be measurable and flexible enough to be changed according to the groups' specific needs.

Question 9. (A) : Are internal or external presenters better equipped to present training courses?

Table 6.8.

Element	Frequency	Percentage
Internal	81	77 %
External	11	10 %
Either	13	13 %

	105	100 %
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77 % of the respondents felt that internal presenters are better equipped to handle these training sessions while 10 % preferred external presenters and another 13 % did not mind either one. This can be attributed to the fact that they attended training for the first time and had not really experienced other presenters to make a choice. The advantage of using internal or in-house presenters are that the disruptions in the library can be minimised. The other advantages of training staff internally are convenience, uniformity, specificity, improved morale, cost effective and investment in people. These internal courses can be specifically designed to meet the training needs not only in terms of content but also in the timetable of delivery and the cost. It may be just as well that such a large percentage of staff preferred internal presentations of training courses.

Question 9 (b) : Give a reason for your answer.

77 % of the respondents preferred internal trainers because they felt that internal trainers were more in touch with what was going on in the department. They were also more sympathetic to the needs of staff and could share their own experiences with staff. This is in keeping with the view expressed by Casteleyn (1981) that states that internal training courses have the immediate advantage in that they can be directly related to the library's needs. She also suggests that in-service training is most beneficial as the trainers know the library and the organisation and know exactly what is expected from the course while external trainers will need to be briefed on these aspects which can be time consuming and also more expensive.

10 % felt that external presenters should be used so that they could get an outside view that could include fresh ideas of what is going on in other organisations. External presenters may mean that the training will be held away from the library and staff are not subjected to endless interruptions from telephones, etc. Casteleyn (1981), also found that external courses can be very stimulating because of their course content that is not necessarily restricted to the library environment only and also because external presentation of courses enable staff to mix socially with other professionals working in similar libraries and to discuss joint problems informally. This can greatly encourage communication. The problem with external presenters remain that of the high costs, availability and restricted numbers. Staff members who have been in the library for a long time (as was found earlier), would become bored with the internal presenter especially if the same person or persons were used to do the training constantly.

13 % did not mind either the internal or external trainers. Some staff were attending these courses for the first time since being employed and had not experienced external presenters, hence their preference to either one. Several library literature on the subject such as Casteleyn (1981), Sheal (1989), Casteleyn & Webb (1993) and Armstrong (1988), indicate that either one should be used in the library depending on the nature and content of the training. For certain subject contents, external presenters may be the only answer while the more library related training can be best conducted by internal experts such as senior librarians or principal librarians that are run certain departments and specialise in certain tasks.

Question 10 : Give your opinion of the relevance (or otherwise) of this course.

The following opinions were received:

“Very relevant. Has helped us a lot”.

“Relevant as training is an integral part of most library staff (senior or otherwise)”.

“Extremely relevant. All staff should be encouraged to attend”.

“Library related issues as experienced by library staff were addressed”.

“New staff are always needing to be trained”.

“The training will play an important role to equip staff with skills to work together with their colleagues”.

“Is an eye opener, equipping staff with sort out ways and strategies we could use to improve ourselves”.

“We know now what is expected from us and how to do it with the right approach”.

“Everything that we covered and discussed can be applied and it is no longer mystical”.

“Relevant as staff need to know that they are not alone in experiencing certain problems”.

“Very informative. It teaches one to cope with everyday situations and makes you feel more confident”.

“Excellent for challenging positive thinking in individuals”

“I am better able to handle any situation”

“Gave me direction, taught me to set goals & limitations and time frames and to really look at myself”

“Eye opening - I’ve learnt to realise potentials I never thought I had and those I was scared to expose - its motivating”.

“Created a new image/dimension within oneself and ultimately shapes your life”.

“Makes you a better person, gives you a new look at life”.

“Encourages you that you can do anything if you put your mind to it”.

“Personally enduring, not only in work place but also in personal life”.

“Taught me to become a go-getter and to be the best we can in any situation”.

“The relevance is that you cannot separate your work from your personal life - need to create as a balance”.

“Taught me to empower myself personally at work”.

“The new South Africa - we have to improve our communication skills and understand the different cultures”.

“Communication and understanding are important for DML to grow”.

“It has educated me further and has brought us together and we are able to communicate”.

“This is a good way to sit down and listening to the way people act in certain situations”.

“It prepares us for the working environment and outside working environment, as well as for the changing South Africa”.

“There are a lot of things that we are ignorant about and a number of assumptions are made”.

“To enable people to communicate more understandably”.

“Better prepared for future performances”.

“To be able to deal with team mates and the rest of the staff”.

“Library situation appropriately incorporated in the course”.

“Reduces the level of frustration - promote good interdependent relationship”.

“Very fruitful - helps one with problems encountered, provides alternatives”.

“These courses should be attended by all staff especially senior staff”.

“ As I am a new worker this is a new experience which I did not know how to handle but now I do because of this course”.

The majority of the staff were of the opinion that these courses were very relevant and that more courses of this nature should be provided. Staff also enjoyed sharing their problems and ideas with staff from other branches or departments. It is also felt that these training sessions have helped staff to develop more confidence, which will help them to perform better in future. Some staff also indicated they would like to see such courses being offered to their supervisors and this ties up with the view that training and development should be an ongoing process and should be offered for all staff irrespective of the positions in the organisation. According to Pryor (1999), attitudes towards having attended the training workshop and perceptions that the workshop was worthwhile are two ways of assessing participant's satisfaction. According to these results, it would appear that staff are satisfied with the training that was provided. Staff's opinion on the relevance of such training courses have been found to be in keeping with the findings of Janes & Meltzer (1990: 145-155) which states that “library personnel operate within a rapidly changing demographic climate. We need to be intellectually and emotionally prepared for daily interaction with peoples of different cultures, ethnic origins, gender, ages, socio-economic classes and physical abilities.” They further found that skills needed by library personnel include self-awareness (of one's own values, assumptions, needs, limitations, experiences), culture

sensitivity, intercultural communication skills and the need to realize that expectations and perspectives may have to be readjusted in the face of emerging emphasis on the culture of the majority.

Question 11 : Please assess the following strengths and weaknesses of the training programmes.

Table 6.9.

	Strengths	Weaknesses
Presenter	clear, good, excellent, lively, well-spoken, good insight in topic, confident, dynamic, vibrant, easily understood easy to get along with.	Presenter too loud.
Venue	OK, suitable, well set out, clean, spacious, familiar, convenient for transport	Many indicated that the venue was too cold. Room a bit bleak, table arrangement rather formal. Venue fine except for when it rains - too noisy.
Course content	Good, informative, practical, interesting, relevant, factual.	
Length of course	Good, can be done twice a year, adequate.	Need more time - 2 days
Materials used	relevant handouts and videos, videos gave us visuals so we could see the picture	prefer videos with SA content
Audience participation	good, shared experiences, worked as a team, interesting scenarios, good participation, active conversations	More participation needed from certain staff.

It is important to evaluate the strengths and weaknesses of training courses in terms of the presenter, venue, materials used, content, participation and length as this provides the trainer with useful information for future training sessions as well as it provides some indication as to whether the training was useful or not.

Regarding the presenter, Casteleyn (1981), suggests that the presenter should be a person with a multiplicity of virtues. The trainer should be able to:

- handle people with tact and intuitiveness and be approachable
- communicate well, have a good clear speaking voice and good presentation skill
- have a clear understanding of the objectives and be able to achieve them.
- motivate staff at all levels, have initiative and the ability to lead.
- be a person with a vision and the ability to transfer enthusiasm to others.
- to relate to other people of all classes and of all races and be able to listen and understand other people's views.

The strengths and weakness of training facilities /venue, the purpose which it is to be utilised for and the layout of such facilities must be determined. Of importance is the size of the venue especially when groups are being trained and they need to move around, sitting arrangements for participation and learning must be available, acoustics of the venue and the layout and shape of the room, which needs to ensure that presentation media are clearly audible and visible to all trainees. Hence the appropriateness and quality of the equipment used is of importance in this regard. The general ambience of the training room, good ventilation and temperature is also of vital importance (Agochiya, 2002; Erasmus & Van Dyk, 1999). Most of the trainees

at DML complained that the venue was too cold and this can distract staff from concentrating.

Regarding the content and materials used, Sheal (1989), suggests that the appropriate materials for the target population and their needs must be used. The content must be relevant and in keeping with what the trainer intends to achieve. Materials need to be feasible, cost effective and easy to use, increase participation, interest and motivation to learn.

Training support materials are usually used in combination or in support of other training methods and the main objective of these materials is to enrich the presentation and to enhance the learning process. It must be mentioned though, while certain types of support materials can be used in advance of a training method or activity eg. case-study handed out before training, others will have to be used as part of the training method. The support material can be broadly divided into two categories – printed materials and audio-visual materials. The use of support materials will require a lot of planning and preparation well in advance of the presentation (Agochiya, 2002). DML makes use of these forms of training materials and they are very well appreciated by the participants, who then take the materials with them for future consultation. Audio-visual materials are placed in the library and staff are welcome to borrow these at any time.

According to Marshall (1990) retention of information is greatly enhanced if students can participate actively in the presentation (Van Dyk, 1998). In these training courses good audience participation is noticed from the majority of the staff. However, certain staff did not participate as actively as others and this can be attributed to the fact that

they were new staff and still needed to familiarise themselves with the rest of the staff and their surroundings.

Some staff indicated the need for training to be conducted over a longer time eg. 2 days. While this is necessary for certain courses and a smaller number of staff, it may not be a good idea, as training that goes on for too long a time may become boring and tiring to the staff.

Question 12 : Your suggestions for future training courses will be welcomed.

Results: The following suggestions for future training courses were received:

Dealing with team work

How to cope with difficult patrons

Stress management

Personal computer training

Career path planning

Managing cultural diversity

Budgeting

Leadership & Middle management

Black language skills

Use of new technologies such as Internet, CD-ROMs, etc.

Gender and the workplace

Respondents indicated a need for more courses dealing with team work, how to cope with difficult patrons, stress management, personal computer training, career path planning, personal empowerment and managing cultural diversity and change in the

workplace, budgeting, leadership and middle management, black language skills and the use of various technologies such as CD-ROMS, internet, supervisory skills, performance appraisals for library assistants, strategies for dealing with difficult subordinates, more cultural courses until the South African's become a rainbow nation, gender and workplace and dealing with the public . It was suggested that training be done outdoor to get a change of venue. Staff also suggested that such training and development courses be organised for top management with smaller groups and all managers should be urged to attend. Staff indicated various limitations for attending training such as lack of time because of workload, no formal training for specific duties and staff have to observe and try out. From the findings of Tucker (1985), it can also be perceived that the younger age group of staff would have preferred management training as they presumably have higher proficiency in technology and needed experience in management to help them to move into management positions. The older staff are perceived to request more training in technology which they did not have access to during their early training.

According to Kaniki (1997: 12-13), priority areas for continuing education and training include the understanding of cultural differences of various clientele served, managerial and political techniques such as budgeting, and good interpersonal relationships, instruction in information technology and the use of particular software packages. Stilwell (1997) also found in her study that specific subject areas were identified for continuing education and training. Ondari-Okemwa (2000) also cites information and telecommunication technologies at the top of the list of competencies that staff admitted they lacked skills in and needed training. Other competencies also included computer hardware and software, computer and information concepts,

understanding systems analysis and accessing information via the Internet. Similar suggestions were received from the DML staff.

6.2. Summary

The results that were received were analysed and discussed in this chapter. The terms of references that were set have also been met. The results reveal the training and development structure at the Durban Metropolitan Library and provides information on staff's perception of the training and development that is presently being offered. From this it will be possible to make recommendations including the training and development needs of staff.

CHAPTER 7

CONCLUSION AND RECOMMENDATIONS

7.0. INTRODUCTION

This chapter will discuss and summarise the main findings of the research project. It will also help to determine if the aims of the research have been achieved. Recommendations for the improvement of training and development at DML and LIS in general in SA are made. Possible future areas of research in this field are also identified.

7.1. CONCLUSIONS

Based on the objectives for this study the following conclusions can be reached.

7.1.1. There exists a need for staff training and development in the LIS sector in SA.

From the literature study and the empirical study at DML, it is evident that staff training and development is certainly very important for the individual, the organisation and the economy of the country as a whole. The literature indicates the need for more importance to be placed on staff training and development and also continuous professional training and development. It is found that although the LIS acknowledges and recognises this need, there is still a lack of proper staff training and development policies and frameworks in the LIS sector. It was found that DML, for example, conducts very useful training and development programmes but not formal training and development programmes exist that motivates or encourages staff to participate in these programmes.

7.1.2. Lack of professional association's involvement

While most other professions have a very structured training and development policy and professional practice rules and regulations, it was found that the LIS in South Africa does not have this kind of involvement from its professional association. The professional association of the Librarians in the UK, CILIP, was found to be a good example for contributing to LIS training and development. It was found that a very well structured Continuing Professional Development Framework was available and this framework could also be used by professional associations such as LIASA and LIS authorities in South Africa

7.1.3. Government regulations regarding staff training and development

The study also established that several government initiatives exist in South Africa such as the NQF, *Skills Development Act, Act 97 of 1998*, *Skills Levies Act, Act 9 of 1999* etc. that encouraged employers and employees to participate in continuous staff training and development. This is one way of ensuring that the workforce of the country is competent and well equipped to conduct the daily tasks.

7.1.4. Training and development structure at the Durban Metropolitan Library

It has been found that The Durban Metropolitan Library does not have a very systematic training and development policy, which ties in with the theory of continuous training for all staff. It appears that the library reacts to immediate needs of the staff and although very well organised and appreciated training programmes are arranged and well attended by the rather interested staff, the training needs to be more structured.

7.1.5. Employees perception of the training and development presently practised

The results obtained indicate that the staff are very keen to be trained and look forward to attending training sessions. The types of courses offered are also very useful as indicated by the results of the questionnaire. It is also noted that the majority of staff that attend training come from branch libraries. Staff felt that the training needed to be marketed to line managers, senior managers and the rest of the staff and particularly to those in charge of allocating funds for the training. In this way the majority of the staff will have the opportunity to attend training sessions. Staff also felt that the method of training and the external presenter used is suitable and they felt motivated and inspired by the training.

Staff also seems to enjoy the chance to interact with their colleagues in discussing similar problems and solutions. They did not feel alone but rather as part of a team. Training should be recognised as a cost effective way to improve service in the LIS and should also be seen as an investment for the LIS. According to Thomson (1993), better-trained staff are able to increase efficiency and productivity by reducing fatigue and wastage.

It would also appear that most staff that attend the training sessions are fairly new staff that have been working for about 4 years and some of them had not attended any other type of training, therefore their perception of present training is very vague. Training should not only be offered to new employees but to all staff.

7.1.6. Training and development needs of the staff

Staff need to be kept abreast of new developments and old skills may need to be revised by staff that are working for a long period of time. The results of the

questionnaire indicated that the staff were so appreciative of whatever little training was provided. Staff were asked to suggest future training courses that they would like to see being provided by DML and it is evident from the results received in question 12 of the questionnaire that various areas of training were suggested. These included training in different management areas, information technology, language skills, supervisory skills, personnel development, etc.

7.2. Recommendations

The following recommendations are made for the Durban Metropolitan Library to assist in improving staff training and development and to ensure quality CPD of staff.

7.2.1. After the study of the Framework for CPD in the previous chapter, it is recommended that DML, without any further delay, obtain a copyright copy of the Framework and implement in the organisation. This will then solve the problem of not having a structured and well-formulated policy for training and development and CPD of staff. This is necessary as it will also enhance the urgency and importance of training and development to managers and staff in DML. The Framework should also stress the training and development of all staff irrespective of their positions. Presently no training is offered to top management in this library.

Furthermore, the adoption of this Framework will ensure that DML is functioning within the various legislations and policies that has been promulgated by government thereby ensuring that DML comprises of a

committed workforce with updated skills and competencies in order to provide quality service.

Although the Framework can be used independently by staff, it is suggested that DML use it as an important corporate tool to help create and enhance a culture of learning at work that demonstrates real commitment to the workforce.

Training should be an integral part of the work of all librarians and there should be consistency in professional education so that all academic institutions include CPD as part of the management course. We live in a time of rapid change and skills learnt at university and technikons have to be constantly updated and supplemented. The Framework is able to ensure this quite easily.

7.2.2. Professional Associations such as LIASA, should play an active role in reinforcing the above recommendation and in assuring the importance of training all employees in all types of libraries. They could coordinate the CPD activities and also offer accreditation for courses attended and RPL as well as the setting of standards of competency can also be their responsibility and libraries such as DML can then obtain the necessary support for CPD from LIASA. The Framework also provides guidelines for professional associations and this can assist LIASA.

7.2.3. It was established that all libraries and departments within the Ethekwini Municipality Departments have some common training needs. Training for

these common needs should be addressed centrally. DML can, in time, extend or suggest that the other departments also make use of the Framework as it can be used in all types of organisations and by all individuals. Due to its flexible nature, it can be adapted according to the uniqueness of each department or individual.

- 7.2.4. Training programmes should be based on identified needs of staff but before the training process starts, it must be ensured that the identified needs really are training needs. This issue is very clearly addressed by the Framework. Furthermore, Curry and Watson (1998) state that effective training and development of staff is most often provided where a framework exists to support these activities.
- 7.2.5. It has been observed that although on-going evaluation is important and useful, evaluation of training courses at DML was usually done at the end-of-the-training program (Refer Appendix 1). Furthermore, the researchers experience with evaluation in DML, agrees with the authors in the literature (Agochiya, 2002; Armstrong, 1988; Armstrong, 1998; Conyers, 1986), which state that it is important for managers and line supervisors to be involved in the evaluation process. It is recommended that ongoing evaluation and assessment form part of all training at DML.
- 7.2.6. Individual records of training that is attended should be kept by all staff, as this will benefit them in future job opportunities and promotions.
- 7.2.7. Training should further be linked to promotions, job evaluations and performance assessments. The NQF can also serve as a useful tool in this regard.

7.3. Summary

It is very important in the area of customer care and the use of information technology to provide high standards of staff training, as this will ensure improved service delivery.

According to Thomson (1993), managers are able to identify their own training and development needs by embarking on a programme of staff development. This is necessary for the library as it is being faced by changes caused by technological inventions, political pressures, cultural differences and environmental and economical pressures that make it necessary for the staff to receive continuous training and development.

DML is functioning within a rapidly changing environment and its functions and services will have to change accordingly if it still wants to remain relevant to the clients. Hence it is vital that DML undertakes some formal means of updating the skills and competencies of its staff. The Framework for CPD has been suggested for implementation at DML as it is viewed as being the answer to most of the staff training and development problems that DML is currently faced with.

The study indicated that while staff training and development is practiced in this organisation, no structured method of ensuring and enhancing the importance of continuing staff training and development is present. Thereby creating the impression that staff training and development is merely 'a nice-to-do activity rather than a 'have-to-do' activity.

For too long training has been seen as a management tool used to appease bored employees. Training was done just for the sake of training. The supervisor therefore has a critical role to play in empowering and enabling employees (Lombard, 1997). It is hoped that this study clearly demonstrated to library authorities and LIS profession the importance and value of continuous/competency-based staff training and development.