

**Librarian skills in the 21st century workplace: The development, running and analysis of a  
training scheme for non-traditional library work contexts**

by

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**DECLARATION**

I declare that **LIBRARIAN SKILLS IN THE 21ST CENTURY WORKPLACE: THE DEVELOPMENT, RUNNING AND ANALYSIS OF A TRAINING SCHEME FOR NON-TRADITIONAL LIBRARY WORK CONTEXTS** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



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# **ABSTRACT**

Research suggests that recently graduated librarians are failing to find work in the traditional library context and consequently are seeking employment in related fields; also that internships are recognized as a valuable component of professional training, that students find them useful in developing skills, with demand outstripping supply. This study consisted of setting up, running, and analyzing an experimental intern training programme for MLS students outside the traditional library context. Its aims were to : i) Develop and manage an intern training programme (ITP) specifically focused on mentoring recent graduates and students in the application of their library skills in a non-library work context; ii) Use this model to facilitate students and recent graduates in transferring their library skills to a non-library work context; iii) Gauge whether participants found the ITP effective in preparing them for finding work – either in a traditional library or outside the traditional library setting.

Through setting up this programme and running it since 2013, this study has made a primarily applied contribution to the discipline. In this written component of the study the researcher offers the documentation of the programme as a live case study analysed using a combination of tools including surveys, interviews and both qualitative and quantitative methods. Findings show that interns expect to use internships in the job searching process; that they expect to acquire new skills not developed on their MLS programmes; that they would still prefer traditional library jobs but that they expect their careers to involve non-traditional work contexts. Related to this, participants believe the internship has raised

awareness of a wider range of suitable jobs. This indicates that they see the nature of librarianship changing – something reinforced by the way they believe librarianship is evolving through, for example, integrating social media into the role of the librarian. This study and its findings contributes to raising awareness in the library sector of the changing nature of the world of work for the next generation of librarians and, in turn, contribute to MLS programmes by indicating how they may adapt as the 21<sup>st</sup> century workplace continues to evolve.

**KEY TERMS:** Library education; Curriculum development; Internship; Job market; Library employment opportunity; Practicum; Fieldwork placement; Assessment; Experiential learning; Training of librarians

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# LIST OF ACRONYMS AND ABBREVIATIONS

AASL	American Association of School Librarians
AASL	Association of Architecture School Librarians
ACRL	Association of College and Research Libraries
ALA	American Library Association
AMPS	Architecture, Media, Politics, Society
BA	Bachelor of Science
BLS	Bureau of Labor Statistics
CILIP	Chartered Institute of Library and Information Professionals
CLS	College Libraries Section
CV	Curriculum Vitae
LISTA	Library, Information Science & Technology Abstracts
ICT	Information and Communication Technology
IFLA	International Federation of Library Associations and Institutions
IT	Information Technology
ITP	Intern Training Programme
MLS	Master of Library Science
MS	Master of Science
OJS	Open Journal Systems
SDT	Self-Determination Theory
UCL	University College London
UK	United Kingdom
US	United States
WSD	Writtle School of Design

# INTRODUCTION

Research in the field suggests that recently graduated librarians are increasingly failing to find work in the traditional library context and are not being sufficiently prepared on their MLS programmes to transfer their skills to contexts not considered traditional library workplaces (Ball 2008; Hoffman & Berg 2014; Kelsey & Ramaswamy 2005; Manley & Holley 2014). This new reality can benefit from further study. As a result, many new librarians and potential employers outside traditional library contexts are unaware of the range of jobs librarians can actually perform. This inevitably hinders recent graduates in obtaining employment in an increasingly competitive job market. Given that the above context has yet to be fully acknowledged, there is a lack of relevant training. The fact that the literature shows recent graduates are increasingly having trouble finding work in the traditional library context is something reinforced by the personal experience of the researcher which suggests that it is difficult to convince potential employers in non- traditional contexts of the importance and potential benefit of the librarian skill set. It was as a result of this that the researcher initiated this thesis in 2013 by setting up and subsequently running an experimental intern training programme (ITP) that is documented and analysed in this thesis. In short, the thesis has consisted of three related activities:

1. Setting up a remote internship training programme (ITP) (2012-2013) \*
2. Running and managing the programme (2013-2015) \*\*
3. Analyzing the intern training programme (ITP) (2015-2016). \*\*\*

Before proceeding to discuss these three related activities that form the thesis it is

important that the reader understand the background of the ITP presented here as a case study. In 2011 the researcher began to consider issues of employability of recent graduates after a period of job seeking and various jobs in the United States, Canada and the United Kingdom. In a period during which the world economy was still struggling to emerge from the post 2008 economic crash, the job prospects of the library sector in the United States, where the researcher was based, had already faced several years of steady decline (Bureau of Labor Statistics 2014; Del Bosque & Lampert 2009; Maatta 2013). The researcher had moved jobs several times and had, for over six years previously, seen how interviews and job adverts repeatedly sought and discussed previous work experience, whether paid or unpaid. Her own experience had, at that stage, been a combination of full time library jobs, several short term library contracts and a number of internships in the library sector. In addition, she had experience in posts related to her two previous areas of study, a Bachelor of Science in research psychology and a Master's in art history both from the University of Toronto. This direct experience of various jobs, job searching and job interviews gave her personal and professional insight into the utility of training and experience in job seeking. By this stage of her career, the researcher had (as indicated) also moved from between two disciplines (firstly psychology and secondly art history). She had worked in both fields at the Art Gallery of Ontario, Textile Museum of Canada, the Bora Laskin Law Library and Human Neuropsychology and Cognitive Science Lab, Department of Psychology, University of Toronto. She thus had direct experience of transferability of skills, its difficulties, benefits and, importantly, the lack of awareness amongst employers that such transferability is possible. In short, she was able to

understand the reality of recent graduates seeking work in a competitive job market in which they were being forced to attempt to “sell their skills” to employers who were unaware of how they themselves could benefit from the librarian skill set.

In considering this context as an important area of study to be dealt with through doctoral research, the researcher began to conduct a literature review that would set the proposal for this PhD in place. Later expanded, the initial literature review revealed not only that the job market for MLS graduates was shrinking, but that significant researchers in the field had begun to identify that the transferability of librarian skills was not being fully acknowledged and that it could aid recent graduates in finding their first places of employment (Arenofsky 2012; Lloyd 2011; Singh & Mehra 2012; Sutherland 2011). The literature also revealed that a number of researchers had identified that MLS programmes were not addressing the transferable potential of the skills of their students. Added to this, the researcher identified that the library science literature had begun to reflect that alternative places of employment outside the traditional library could be, and were, being considered by graduates (Abadal *et al* 2012; Arenofsky 2012; Maatta 2013). Also underlined by the literature consulted at this early stage in the project, was the fact that many new jobs for librarians involved much higher levels of IT proficiency and that the remote workplace was an increasingly common component of the work environment for librarians and other professions alike (Brown 2015; Franks & Oliver 2012; Singh & Mehra 2012).

In addition to the literature, the researcher also informally consulted with a number of colleagues, former tutors and current students on their work experience prior to their

first full library position, and the importance prior experience has in securing a full time position, and their view and knowledge of IT aspects of librarian work today and in the past. On the basis of all this, she decided to develop a thesis that would respond to this scenario. She wished to explore a model of training that would have maximum reach and be relevant to future graduates and educators who will likely be preparing students who find work outside library contexts. Consequently, the researcher sought a place to implement her study outside the traditional library context but link it with both the librarian skill set and the training of librarians. In addition to this, she sought funding to set it up and to conduct the analysis of how it works which, together, make up the PhD presented here. In terms of potential funding, the researcher made contact with several funding bodies in the United States and the United Kingdom where she was, at the time, employed. The Laura Bush Foundation, the American Libraries Association and the Chartered Institute of Library Professionals in the United Kingdom, amongst others, were all contacted, as was the Arts and Humanities Research Council of Great Britain. Funding was not forthcoming. Grants considered include Laura Bush 21st Century Librarian Programme; Brill/IFLA Open Access Award; the CILIP John Campbell Trust Award; and the Society for research into Higher Education Scoping Award. The decision was made at the outset that no funds would be sought from the interns themselves, as the objective of the programme was to support them at an already difficult moment in their professional development. As a result, the researcher considered approaching companies directly to see whether they would fund a PhD study involving the running of an intern programme in their organisation. Several discipline areas were identified as possible

areas that would “see” the benefit of librarian skills applied to their organisation – the aim being to maximize the possibility of them accepting engagement with the research. These discipline areas included: law firms, publishers, the press, higher education and online organisations focused on the provision and supply of information. In late 2011 however, the opportunity arose for the researcher to shortcut this difficult sponsorship strategy due to contacts with directors at the research organisation AMPS and its associated journal *Architecture\_MPS*.

The researcher had previously worked with the director of AMPS, Dr. Graham Cairns at Writtle School of Design, UK. In her position as Academic Liaison Librarian, she had worked closely with his department in developing academic papers for publication. It had extended to copyediting and the joint consideration of grant applications for research funding for faculty at the School of Design. Dr. Cairns had left Writtle School of Design (WSD) to set up an independent organisation with colleagues dedicated to the subject area of architecture and publications of a journal and books in the area. It worked in collaboration with publishing houses, including Libri Publishing and Intellect Books in the United Kingdom. Subsequently, it has become a partner of UCL Press. Informal discussions were held in late 2011 with more formal and structured meetings taking place in early 2012. AMPS was in its pre-launch phase at this time and was able to consider, indeed needed, the type of additional support that a form of on-the-job training programme for librarians could offer. Although there was an openness from the authors, journalists and academics at AMPS to embedding a librarian training programme in their organisation, it was not easy to establish in the first instance. Reflecting one of the problems librarians

encounter when attempting to find work outside library contexts, the researcher had to first of all convince these architecture professionals that librarians had skills and knowledge to offer them in their own workplaces and outline a model that could ensure this worked. Neither the architecture profession nor a publication-focused research organisation such as AMPS, have traditionally been significant places of employment for librarians. As a result, the initial establishment of the study's ITP had to convince professionals from a field only vaguely aware of the utility of the librarian skill set. This was made easier by the fact that the researcher had collaborated previously on research outputs of one of the key personnel at AMPS. Using the previous research support she had given the academic department at WSD in their publications as an example of the support offered by librarians in the preparation of books and essays for publication, she was able to convince AMPS that the skills of librarians would add to its productivity. The model agreed upon was an outline one, with both parties identifying that it would have to be adaptable as the researcher implemented it and found the best practice models needed for it to fulfil the requirements of AMPS (namely, to help them source materials and disseminate news about their publications) and still meet the training needs of the interns (namely, to develop new skills and gain confidence in their ability to apply their new and existing skills in a non-library context). It is this model that formed the basis of the case study documented in this written part of the thesis.

For a reader interested in the specifics of AMPS and the training programme, it would be useful to visit the relevant online resources and documents available. These include the following:

<http://architecturemps.com/training/>

[https://en.wikipedia.org/wiki/Architecture\\_Media\\_Politics\\_Society](https://en.wikipedia.org/wiki/Architecture_Media_Politics_Society)

<http://architecturemps.com/resource-repository/>

<http://architecturemps.com/current-listings/>

<http://architecturemps.com/otherresources/>

<https://www.pinterest.com/architecturemps/>

<https://twitter.com/architecturemps>

<https://www.facebook.com/architecture.mps.9>

### **Aims and Objectives**

There are three aims for this overall study, the first two of which are achieved through setting up and running the remote ITP since 2012, the third being met by employing the instruments of analysis fully explained in this written document. They can be defined as follows:

1. Develop and manage an intern training programme (ITP) specifically focused on mentoring recent graduates and students in the application of their library skills in a non-library work context
2. Use this model to facilitate students and recent graduates in transferring their library skills to a non-library work context
3. Gauge whether participants found the ITP effective in preparing them for finding work – either in a traditional library or outside the traditional library setting.

There are three objectives to this combined applied and written thesis that will ensure it meets its aims:

1. Establish and manage the day-to-day running of the experimental ITP
2. Document the most important aspects of the ITP, such as tasks assigned, training documentation, examples of work completed, samples of feedback etc.
3. Analyze the intern training experience from the participant's perspective using surveys and interviews.

In outlining how this ITP meets these aims and objectives this document builds on the materials contained in the websites listed. This part of the thesis was completed in 2013 and more background to this is covered later in this document. In Chapter 1 the researcher will cover the research problem and follow that with a relevant literature review in Chapter 2. Full details of how the programme was run are given in Chapters 3 and 4 and finally the analysis of the intern training programme is the covered in Chapters 5 and 6 of this document.

## CHAPTER ONE. The Research Problem

Recent statistics provided by the Bureau of Labor Statistics (BLS), United States Department of Labor in the *Occupational Outlook Handbook* (2014) indicate that the librarian job market is shrinking. Of particular concern is a lack of professional librarian positions available for recent graduates (Del Bosque & Lampert 2009). The BLS further predicts that employment for professional librarians for the period between 2012 and 2022 will grow at an annual rate of only seven percent. This translates to roughly 1,000 new jobs each year, or a total of 11,000 jobs. In contrast, according to the BLS, the overall growth for all professions is expected to increase at a rate of 11 percent over the same period.

Stephanie Maatta (2013) sees this climate as increasingly characterized by falling job opportunities. Maatta reports that of 1,898 students who graduated in 2012 in the United States<sup>1</sup>, only 52 percent found employment in permanent professional positions. This scenario is also reflected in the BLS' *Occupational Outlook Handbook* for 2014 (<https://www.bls.gov/ooh/education-training-and-library/librarians.htm#tab-6>): "Jobseekers may face strong competition ... as many people with master's degrees in library science compete for a limited number of available positions... Even though people with a master's degree in library science may have trouble finding a job as a librarian, their research and analytical skills can be valuable for jobs in a variety of other fields, such as market researchers or computer and information systems

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<sup>1</sup> Maatta's study and figures are drawn from 41 out of a total of 50 MLS programmes in existence in the United States in 2012.

managers.”

Picking up on these arguments in the Canadian context, Fraser-Arnott (2013) examined the transferability of library science skills to positions listed in the Government of Canada job postings. She concluded that MLS graduates can apply outside library science due to the competencies and knowledge they obtained through coursework in the library school programme. Among the competencies she identified were information technology (IT) and new information and communication technology skills. Her conclusions echoed the other reports and surveys on how librarians can best transfer their skills. For example, Maatta (2013) reports that numerous representatives of MLS programmes have noted that their graduates are increasingly being hired into emerging technology roles, such as Digital Content Manager and Emerging Technology Specialist in which new information science skills are essential. Thus, the literature on employability indicates that in response to increasing difficulties in finding employment, librarians are seen as seeking to “transfer their skills” to other workplaces. Central to this trend is their particular use and knowledge of how to do this using new technologies.

The literature thus shows that there has been an increase in librarians applying their skills to different, but related sectors as a result of limited traditional library job opportunities understood to be those typical of the public or academic library such as “reference librarian”, “liaison librarian”, collection development librarian” (Bureau of Labor Statistics 2014; Del Bosque & Lampert 2009; Fraser-Arnott 2013; Maatta 2013; Singh & Mehra 2012). Maatta (2013) and the Bureau of Labor Statistics (2014) give

examples such as market research, computer and information systems managers, jobs in higher education, corporations and government. These have not been typical workplaces for MLS graduates and for that reason, are examples of what this thesis will define as non-traditional. The phenomenon of librarians increasingly working in non-traditional contexts has yet to be fully recognised in the context of the practical training of MLS students. Indeed, Hoffman and Berg (2014) and Ball (2008) note that there are too few training programmes in general in the education of MLS students. Consequently, there is not only a perceived need for training schemes but, more specifically, more schemes that reflect the changing workplace and help prepare MLS students for the emerging non- traditional work setting. This raises important questions about the transferability of skills dealt with in the literature (Fraser-Arnott 2013); the workplace application of training (Foxon 1993; Foxon 1994); the psychology of education (Anderson & Krathwohl 2001); and the psychology of motivation and self-determination (Gagné and Deci 2005).

The research problem can thus be summarized as a scenario in which the education and training of new librarians is failing to respond to the changing work context and that there is a lack of knowledge on how best to hone and present the librarian skill set required to help new librarians most effectively operate in this new workplace reality.

The researcher has responded to the problem in this study by setting up, running and in the final part of the thesis, documenting and analyzing the intern training programme (ITP) which was designed specifically to address this scenario.

A key question is whether an on-the-job training programme such as this one is an

effective way of preparing new librarians for the changing work context. The study will examine this question. An assumption is that a case study approach to analyzing the ITP is the best way of fully exploring it and understanding its strengths and weaknesses. Given the lack of literature in this field currently, this will be a potentially important reference point that can disseminate good practice.

This study is significant to the profession because it will make one of the first applied contributions to the profession's understanding of the development and usefulness of librarian training for a changing workplace. The study is significant in a broader social/professional context because if more focus is placed on transferable skills in the education of librarians, it could contribute to more graduates finding employment. It is significant in the educational context because it potentially contributes best practice models that MLS programmes can use in their delivery and learning objectives.

Through setting up this programme and running it since 2013, this study has made a primarily applied contribution to the discipline. In this written component of the study the researcher offers the documentation of the live case study - a practical training programme for MLS students and recent graduates in a non-traditional setting. The written component also analyzes the perceived effectiveness of the programme.

A specific contribution being made in this written section, is to record the perceived effectiveness of the training of recent MLS graduates in a remote, online workplace and in a non-traditional, related sector. It is intended that this will raise awareness in the library sector of the changing nature of the world of work for the next generation

of librarians and, in turn, impact on MLS programmes by offering them an example of how they may adapt teaching methods to reflect the 21<sup>st</sup> century workplace of librarians about to seek work.

## CHAPTER TWO. Literature Review

### Introduction

In conducting the literature review for this thesis, it was considered necessary to take an interdisciplinary approach that would allow the researcher to benefit from literature in related and connected fields. As a result, the literature review is broken down into several categories starting with the main subject specific area, Library Science. Within the library science literature, the reviewer considered the following sub-categories: *the job market* which revealed statistics underlying the importance of this study which showed a decline in the traditional work opportunities from recent MLS graduates. The literature in the sub-category of *transferable skills* revealed that the ability to apply experience and knowledge from one field is increasingly important in a context of changing work places and careers that increasingly involve moving from one discipline to another. Further to this, the sub-category of *Library internships* contains literature underlining weaknesses in the general field's understanding of how useful the internship experience can be in preparing new librarians for the realities of the workplace. Also contained in this literature is much useful information on the practicalities of running internships for both the supervisors and organizations.

The second subject area considered in the literature review was Education and Educational Psychology. Forming a secondary area for the study the use of this material is less extensive, although in certain aspects, very important and useful to the study. In this area, the literature covers a range of issues that in one way or another have informed the study. These include: the categorization of educational aims such as cognitive,

affective and psychomotor objectives; the measurement of learning outcomes; the consideration of information searching as a learning process in its own right; examinations of the mental schemata employed when we are faced with a problem to solve and how if this is made clear to trainees it can improve the effectiveness of training. Other related issues include notions of educational contexts, relapse, assessment methodologies and practical contextual issues. The third subject area is Workplace Transfer of Training in which we find issues of relevance covered including the inhibiting and facilitating factors in ensuring trainees fully implement training; discussions about the how to ensure knowledge and skills are applied once training is complete; discussions on self-management in non-supervised contexts and specific tools to ensure effective training implementation such as “action plans”. Finally, the fourth subject area is Psychology within whose literature we find important information on issues like self-motivation and self-determination; the internalizing of skills built up in training contexts; empowerment and job satisfaction; self-determination theory and self-regulation. Specific issues raised from this literature also include the importance of a sense of autonomy, mastery and purpose in work set for trainees and the very specific notion of intrapreneurial self-capital, namely, personal attributes such as hardiness and creative self-efficacy.

### **Subject area 1. Library science**

Searches were conducted on the Library, Information Science & Technology Abstracts (LISTA) database, covering the period 2005-2016, for English-language material.

Geographical coverage included all English-speaking countries with reciprocal recognition agreements with the American Libraries Association (ALA): USA,

Canada, United Kingdom, Ireland, and Australia. Subject search terms included: “library interns”; “library education”; “internship programmes”; practicums; “experiential learning”; “students”. These searches were conducted by combining these keywords using Boolean operators. In addition, these search terms and limiters were applied to Google Scholar, Library Literature & Information Science Full Text and JSTOR. What is revealed is broken down into the following three issues: job market; transferable skills; and library internships.

### *Issue 1: job market*

Statistics show there is a lack of professional librarian positions available for recent graduates (Del Bosque & Lampert 2009). The Bureau of Labor Statistics in the United States (2014) predicts that employment for professional librarians for the period between 2012 and 2022 will grow at an annual rate of only seven percent. This translates to roughly 1,000 new jobs each year, or a total of 11,000 jobs. In contrast, the overall growth for all professions is expected to increase at a rate of 11 percent over the same period.

This bleak outlook is also indicated by Stephanie Maatta (2013). Maatta reports that of the MLS graduates surveyed from the 2012 class, only 52 percent found employment in permanent professional positions within a year of graduating. This scenario is also reflected in the Bureau of Labor Statistics’ *Occupational Outlook Handbook* (2014). Maatta (2013: 27) suggests that, with the high number of MLS graduates and dearth of library positions, graduates are seeking employment outside of libraries, accepting jobs in “higher education, corporations and government.”

A secondary factor contributing to the difficulty experienced by recent graduates in finding work in the sector is discussed by Manley and Holley (2014). They consider reluctance of libraries in employing inexperienced recent graduates, and stress a form of cost-time benefit analysis by employers which results in inexperienced staff being considered too time consuming to train. One way around this identified by the researchers which they implemented in Marygrove College Library, Detroit is to train work-study students on the job. They identified two obvious benefits: the reduction of costs involved as interns are in many cases not remunerated and the time benefit of training and employing simultaneously.

### *Issue 2. Transferable skills*

As previously outlined, this idea is explored in some detail by Fraser-Arnott (2013) who examined the transferability of library science skills to open positions listed in the Government of Canada job postings. She found that MLS graduates could apply the appropriate skill sets acquired through coursework in the library school programme to careers outside of library science. The growing importance of the importance of transferable skills this produces is evident in various reports and surveys in the current literature. For example, Maatta (2013) reports that numerous representatives of MLS programmes have noted that their graduates are increasingly being hired for roles involving emerging technology in which new information science skills are essential. This is reinforced by other studies including: Del Bosque and Lampert (2009), Fraser-Arnott (2013) and Singh and Mehra (2012).

Arenofsky (2012) picks up on all of this in an *American Libraries* article. In outlining trends in employment, the author identifies a series of strategies recent graduates or forthcoming job seekers should apply in their attempts to obtain their first professional position. Key to this is “widening your definition of library”. She argues that multiple other industries require people with “standard library skills” and lists abilities such as gathering, organizing and analyzing data. Amongst the industries she suggests require and indeed “embrace people with these skills” she lists business, publishing and government.

Underlying these trends as a global phenomenon, Abadal, Borrego and Sierra Perez (2012) examine the job market for graduates from information science in the European context (specifically Catalonia, Spain). Their findings show fewer job vacancies for professionals with a specific information science qualification in libraries and archives and a concomitant increase in requirements for more generalized qualifications. Related to this they underline a range of non-library employment opportunities for information professionals, amongst which they list online private companies and consultancies.

A variation on some of these issues is offered by Sutherland (2011) in her article which offers ideas on what libraries, specifically those in rural areas, can do to recruit new employees. Sutherland’s underlying argument is that “the world has changed for job seekers.” Another important foundation for her article is that there is a lot of information available in the academic and trade literature on what “would-be librarians can do to find a job.” What is of interest in Sutherland’s approach is the fact that the issue is examined from a different perspective, that of “would-be employers” who are seeking to recruit or are having problems in recruiting relevantly qualified and experienced

employees. Amongst the issues raised by Sutherland which are applicable to ITP are: “helping spouses of new hires get jobs in the community, hiring from out of region or country, hiring older workers or new grads, and reconsidering what competencies are core for the position...

### *Issue 3. Library internships*

Ball (2008) offers an overview of literature in the field suggesting that in the United States there is a lack of understanding of the role and potential importance, strengths and weaknesses of internship programmes, arguing that this has been the situation for over 40 years. On the basis of this she suggests that additional work and analysis is of great importance. Furthermore (and of direct relevance to this study) she suggests that the importance of this is emphasised by the fact that doubts exist across the sector with regard to the relevance of MLS programme teaching to the “realities” of the profession.

The doubts raised by Ball (2008) are echoed in the research of Lloyd (2011) in the specific context of information literacy and the discrepancy between its application in the academic and learning environment and that of the workplace. Lloyd argues that despite claims of the transferability of “information skills” from the “library and higher education sector,” there is little evidence in the research to prove this. Indeed, she suggests in its current form the teaching of information skills is resulting in difficulties in transposing them from the academic environment to the workplace. According to her there are failings in understanding “...information literacy as a

socially enacted practice” which a better understanding of the workplace would reveal.

Kelsey and Ramaswamy (2005) have suggested a successful working model for librarian internships, consisting of breaking down the roles and activities of both the interns and the supervisor into various categories into what they define as “paradigms.” For the supervisor, these paradigms consist of planning, training, mentoring and evaluation. For the intern, these stages are awareness, interests, planning and participation. Although conducted in the context of agricultural librarianship in the United States, the framework set out by Kelsey and Ramaswamy echoes the one that was set up for AMPS in its division of roles and activities into categories for both supervisor and intern.

Examining internships in the context of the training of librarians in Canada, Hoffmann and Berg (2014) suggest that internships are important because they help students see how their learning and their skills are used in reality. They look at what makes an internship different from the standard classroom learning experience, as well as what they have in common. Important findings in this regard include: greater informality in the workplace context which reflects the way in which qualified librarians engage in continued professional development; a preference of the students for this learning/training technique and an observation that internships become an important vehicle through which students feel they are part of the “community of librarians.” A variation on this is provided by Mbagwu and Nwachukwu (2010) who study the effectiveness of various kinds of training for library staff at the Federal University of Technology Library, Owerri, Nigeria. The results stress that key components of effective training are induction and orientation training. Additionally,

they underline the effectiveness of “on the job training.” Central to this is the fact that staff find this both enjoyable and informative. The AMPS internship incorporates this by placing emphasis on orientation and induction on the one hand, and underlining to interns that they are actively engaged in a form of on the job training. Other findings of relevance are that a key inhibitor to the provision of on the job training is a lack of funds, something applicable to MLS programmes and also addressed by the AMPS internship which is offered free of charge.

Ferrer-Vinent and Sobel (2011) offer surveys of programmes in the United States similar to the internship covered in this study, suggesting that not only do students benefit from applying knowledge in “real settings” but that they often make suggestions of use to the library itself. In a generally positive analysis of internships they do however stress one significant weakness - a lack of trusted and tested evaluation strategies. Dotson and Dotson-Blake (2015) offer a somewhat different analysis stressing an issue directly relevant to the ITP: the application and comparison of curricula standards and those of the actual workplace. Focusing on the standards and levels of knowledge and application of technologies in MLS programmes and those found in academic libraries, Dotson and Dotson-Blake argue that there is often disjuncture, with the requirements of MLS programmes not always reaching the standards applied in working libraries, such as school libraries. Revealed to students and teachers alike in the United States context through internship-type programmes, this disjuncture they argue can be mitigated by aligning graduate programme coursework more closely with American Association of School Librarians (AASL) Standards.

Dahl (2011) focuses on the role of the supervisor in internships and, interestingly for this study, also highlights the relationships between a librarian supervisor and an intern from a non-MLS background. Building on Alderman and Milne's (2005) "facilitated mentoring" model which suggests supervisors need to become "mentors" in order to fully support interns, it argues for a model of training that goes beyond merely setting tasks, suggesting feedback, support and social guidance to integrate interns into the library team are examples of best practice "mentoring". Identifying that this mentorship rather than supervisor model is even more important when interns feel "out of place" in a work context that is alien to their discipline, it raises issues of direct relevance to the subject of this study which does something similar: engages MLS interns in a work context that is non discipline specific. Bello and Mansor (2013a; 2013b) suggest that mentoring as a form of Continuing Professional Development for librarians has often been overlooked. Focusing on cataloguing, managerial and research skills, the researchers underscore the relationship between mentoring and skills development. Key to the development of skills through mentoring, is the concept of self-regulated learning. This is dealt with by Fosmire (2014) who considers it through the prism of library instruction. He suggests that any learner, such as a trainee, needs to have a certain level of autonomy and comprehension of the learning objectives that lie behind any teaching, learning or work task assignment in order for effective skills and knowledge acquisition to take place. He outlines it in terms of the need for trainees to understand what it is they are trying to learn and how to learn it. He also identifies that they actually have to want to learn it.

Jeske and Axtel (2014) offer an overview of virtual internships in the US, UK and Germany that give some preliminary findings that echo a number of the issues raised by the intern training programme of AMPS in suggesting that this form of training poses “particular challenges for the interns, the supervisors and organizations alike” (Jeske and Axtel 2014: 458). Examples of issues they raise are the importance of prior IT skills, expectations of more typical face-to-face social interaction and trainer/trainee dialogue. Other questions they mention include the complexity of time zone differences which can complicate communication. Further to this they identify that there is high demand for virtual training programmes in the form of internships among students and recent graduates. In addition to the challenges and differences highlighted, the authors also identify several similarities including a tendency for internships to be for relatively short periods of time.

A study not dissimilar to that of Jeske and Axtel (2014) was conducted by Franks and Oliver (2012) to explore the applicability of virtual internship in the specific work context of digital curation. Their findings were that the virtual internship is an ideal form of training in the context of digital curation due to the focus on digital tools, information and systems. Of particular interest in this study are the arguments of the authors that the virtual training experience increases opportunities to share expertise internationally. Amongst the more generic observations made are the benefits of virtual training programmes for both trainees and trainers located in isolated areas or countries with small populations.

Werner and Kenefick consider the internship experience in a very specific scenario: that of hospital librarians in the United States. Although very precise in its focus these

authors highlight a common issue, namely that “internships should be considered a valuable extension of training for librarianship.” In this context they underline the possibility of trained and practicing librarians in functioning as mentors who “...take a proactive approach and inspire new entrants” (Werner and Kenefick 2013: 179). In this regard their study echoes not only the findings presented in much other literature but also one of the motivating factors for the present study.

Chillas, Marks and Galloway (2015) raise some concerns about internship programmes in the ICT sector in the UK context, that are relevant to any internship, whether they have a strong digital component or not. Their concern revolves around the argument that those students who obtain internships, do so on the basis of pre-established soft skills, which rather than being acquired can be seen as a prerequisite. *The Collins English Dictionary* (<http://www.dictionary.com/browse/soft-skills>) defines soft skills as “desirable qualities for certain forms of employment that do not depend on acquired knowledge: they include common sense, the ability to deal with people, and a positive flexible attitude.” By contrast, hard skills are defined (<http://www.investopedia.com/terms/h/hard-skills.asp>) as “specific, teachable abilities that can be defined and measured.” The consequential problem associated with this is the possibility that internships disadvantage students not already in possession of soft skills by not actually taking them on as trainees.

## **Subject area 2: Education and educational psychology**

Given the nature of this study, it is also possible to draw on relevant, insightful and extensive literature in related and often overlapping fields, including education, psychology, management and training. In the area of education and educational psychology, two issues have been identified: taxonomy; and applied taxonomy.

In the field of education, a classic reference text, recently revised and still of fundamental importance in the field is Bloom's *Taxonomy of Educational Objectives* (1956). Bloom's, now standard, categorization of educational objectives includes cognitive, affective and psychomotor. Although Bloom stresses the importance of all three and the research is centred on early learners, the schema can be applied to later stage learning and training. The two-dimensional framework set out by Anderson and Krathwohl (2001) highlights the importance of the cognitive category. Nevid and McClelland (2013) also use Bloom's taxonomy to measure learning outcomes. They identify higher level cognitive skills as represented as what they call "action verbs." These include concepts such as evaluating and explaining information and ideas. The argument of the researchers is that this type of cognitive skill tends to be something more difficult for students to obtain.

An example of a nuanced application of Bloom's taxonomy in the field of information science is the work of Jansen, Booth and Smith (2009). Specifically looking at "information searching," they suggest the cognitive systems of decision making or problem solving, that we traditionally apply to analysis of information searching processes should be seen as a learning process in and of itself. Using

research conducted specifically on web searchers these findings are significant to understanding the learning processes on interns in a remote context.

A related application of Bloom is evident in Aldrich (2007), who applies a related taxonomy to consider the alignment of learning objectives, instructional activities and assessment criteria – an essential issue in general education and training activities. Callister (2009) develops Bloom’s taxonomy in a different direction, arguing that the mental schemata used in problem solving need to be made explicit in effective training and educational contexts. Directly applicable to the study of training, Callister suggests librarians and teachers need to identify “schemata and a common hierarchical taxonomy of skills” shared with their students.

In a very different education context, Brown (2015) describes a global educational context in which IT is already in the process of “revolutionizing” education and its provision. Drawing on earlier studies on general higher education parameters, he suggests that traditional education based on compartmentalised courses and content delivery as an educational model is increasingly out of date and failing to prepare students for an unpredictable future in which they will have to (233) “to find, identify, manipulate, and evaluate information and knowledge, to integrate this knowledge in their world of work and life, to solve problems, and to communicate this knowledge to others...” It is a scenario in which he argues for a “navigationist skills” approach to teaching and learning in which the ability to find, analyse and communicate knowledge not known in advance will predominate.

### **Subject area 3. Workplace transfer of training**

As mentioned previously, this study involves incorporating some literature beyond that available in library science and in terms of workplace training, the work of Foxon is significant. In her 1993 paper she discusses what she calls “inhibiting and facilitating factors” that either support or limit the post-training application of skills and knowledge in the workplace context. Of relevance in multiple ways to this study, is her focus on the role of the supervisor and continual support after the training session is over, as is her five stage categorization of the process through which new knowledge and skills are applied post-training.

In Foxon’s paper of 1994, she identifies techniques to ensure the successful transfer of skills developed in training sessions. These include goal setting, self-management and the use of an “action plan” to ensure the trainee has procedures to follow the application of training in the workplace. The action plan is stressed as fundamental and counters some of the issues that minimize the effectiveness of workplace training such as insufficient institutional support, the failure to identify the possibility of “relapse” after the training, and a failure to ensure that adequate facilitation of training is available to the trainee.

Stagg and Kimmins (2012) discuss an issue that can potentially minimize the cases of relapse described by Foxon (1994). Considering collaborative virtual learning environments the authors stress the utility of “just in time” training. This concept is also dealt with by Monaco (2013) in a study about professional development for employees of the State of New York's Governor's Office of Employee Relations.

Both studies identify how “just in time” training provides information at the moment the trainee is likely to use it or need it. The implication here is that knowledge gained on training is immediately applied in the workplace context, thus minimizing the chances of redundancy or forgetting how to use new skills. Despite this, Monaco still suggests refresher training is an important component of online training programmes. All of this is relevant to the AMPS ITP because the mentor is inevitably involved in just in time training. She identifies the tasks required by AMPS and the skills needed for the interns to complete said tasks. It is at this precise moment that the interns are trained on these skills. They thus apply them immediately before they have a chance to forget the lessons they have learned/training they have received.

Cheng and Ho (2001) offer an overview of various studies into the effectiveness of workplace training. Amongst the significant conclusions is the need to consider assessment methodology. In particular, they raise the need for post-training observation to occur over time in a longitudinal study. They also identify a taxonomy of influences that includes: the individual, the motivational and the environmental. This obliges research in this field to be subject-focused, but at the same time, to draw upon issues of psychology and to fully consider the workplace context in which the training will be applied.

Ford and Weissbein (1997), offer a review of previous studies dealing with assessing internships. Their key points include: the selection criteria in assessment procedures; the importance of correct timing when assessing training transfer; the limitations of

drawing generic conclusions from individual cases; and the analysis of the workplace context and its influence on effective transfer.

Westbrook (2012) examines ways in which libraries can use online tools to attract interns, specifically to a remote internship. Discussing the context of budget cuts and both the remote location of some libraries and students themselves, she covers a context and a set of practical issues of direct relevance to the successful running on the AMPS internship scheme. These were particularly important for the first two parts of this study: setting up the internship and subsequently running it. However, Westbrook also identifies an additional point of importance in this analysis section of the present study, “transitioning supervisory interactions to online tools makes it possible to interact with LIS interns remotely and asynchronously.” This, she suggests, has both benefits and downsides: it creates a detailed “digital paper trail” (useful for reflection on the learning process at later points) but also increases problems in maintaining accountability as both interns and supervisors are able to more easily make themselves less visible/accessible.

Laker and Powell (2011) bring up a different set of issues of relevance to the AMPS internship. Suggesting that the distinction between soft and hard skills is valid, they cite research suggesting soft-skills (interpersonal) actually translate less easily than hard (technical) from the training/educational context to the workplace. The result, they suggest, is a greater need to emphasize this in training. Given the emphasises in the AMPS internship on the need for interns to communicate clearly with academics; the importance of being self-motivated and self-disciplined in a remote work context; and the significance of constant and regular communication

between mentor and intern, the application of the soft-skills in the work context is a key part of the ITP.

#### **Subject area 4. Psychology**

In the realm of relevant literature from the field of psychology, two particular issues have been identified: motivation; self-determination and the internalizing of skills. A recent shift in thinking on motivation has been associated with the writings of Daniel Pink. Pink's book, *Drive: the surprising truth about what motivates us* (2011) argues that contemporary motivational theory relies too heavily on extrinsic factors, most notably salary. His study suggests that equally important in motivating workers are intrinsic factors that he defines in three categories: autonomy, mastery and purpose. Autonomy relates to the creative remit given to the worker; mastery refers to a worker's desire to become an expert in their field; purpose refers to a worker's desire to excel in tasks that have a broader social benefit.

Pink develops ideas first explored in detail by Frederick Herzberg (1968) whose distinction between intrinsic and extrinsic motivational factors became standard currency for numerous subsequent scholars including DeShields, Ali and Erdener (2005) and Sachau (2007). Each of these builds on Herzberg's Motivator-Hygiene theory that proposes that there are two sets of factors influencing worker motivation: those that do not actively motivate but whose absence demotivates, for example salary; and those that actively increase motivation, for example promotion and recognition.

A variation on these themes is explored in a very specific context by Fernandez and Moldogaziev (2015). They consider job satisfaction based on surveys done with US Federal employees. In line with Pink (2011) and Herzberg (1968), Fernandez and Moldogaziev (375) suggest practices such as “sharing information about goals and performance, providing access to job-related knowledge and skills, and granting discretion to change work processes” are both aimed at and successful in generating a sense of empowerment and job satisfaction. In contradistinction to this, they argue that offering employees rewards based on performance, does not impact on job satisfaction or empowerment.

A more specific consideration of motivation in the context of a librarian applying their skills to research tasks is offered by Khoo, Wang and Chaudhry (2012). In their study (<http://www.informationr.net/ir/17-4/paper547.html#.WF6gq1UrJQI>) which seeks to develop “...a taxonomy for a library and information science department” to organize resources and support search strategies. They identify the importance of motivation. At its most basic level they identify the need for those seeking information such as interns fulfilling work placement tasks, to be creative and diligent in identifying multiple “navigational paths” in their searches. They also underline the importance of creative thinking and associations in formulating effective search strategies and in addition, identify that “users have difficulty distinguishing between various kinds of document types, resource types and formats.” For this reason, the researchers developed an approach to instructing interns that explicitly addresses this.

Gagné and Deci (2005) employ the ideas of Herzberg and others. Specifically in the context of Herzberg, they argue that the basic dichotomy of his theory is not always directly applicable in the workplace context. In developing a more nuanced application, they draw extensively on self-determination theory (SDT). Of specific interest is their underlining of the fact that SDT involves intrinsic motivational factors which are more easily “internalized” by the trainee and are thus more likely to be continually applied once the influence of extrinsic motivators (such as a professional development course) has ended.

However, this does not mean extrinsic factors cannot function at an “internalised” level. In an earlier text Ryan and Deci (2000) argue that even extrinsic motivators can be internalised, thus becoming a form of self-regulation capable of facilitating the transference of skills outside the controlled environment of the professional training classroom. The key distinction they make is that this is achieved through external motivators that involve an element of choice and thus a sense of “relative autonomy”.

Indirectly related to this is a study by Kuvaas, Buch and Dysvik (2016) who discuss perceived job autonomy in comparison to “invariable performance goals.” The argument put forward is that setting fixed and invariable targets or standards for an employee or trainee negates the possibility of the person conducting the task to determine importance and relevance for themselves. The consequence of this identified by the researchers is a decline in both performance standards and motivational levels. These concepts are further explored by Di Fabio (2014) who discusses a range of personal characteristics required in what he refers to as “a new

career construct”, namely the ability to “cope with career and life construction challenges.” Di Fabio specifically names this ability “intrapreneurial self-capital.” The skills defined in this categorization include: hardiness, creative self-efficacy, resilience, goal mastery, decisiveness, and vigilance.

## **CHAPTER THREE. Setting the Context of the Intern Programme: AMPS and Architecture\_MPS**

### **Background information**

The background to the relationship between the organization hosting the ITP, AMPS, and the researcher was covered in the Introduction. As discussed there were several issues to be dealt with in order to form an agreement with AMPS. Once done, one of the first tasks for the researcher was to become fully familiar with the organisation and its own working practices so she could propose a variety of tasks that librarians could perform in support of that. Once done at meetings with AMPS staff, the researcher then had to find interns to take part in the ITP and begin to develop the induction materials they would need. The first step for the researcher in beginning her ITP with interns was to reach out to library schools to make contact with recent graduates and MLS students approaching the end of their programmes. This was done, in the first instance, by sourcing relevant librarian electronic mailing lists that could help disseminate news about this online internship opportunity internationally. Given its virtual nature, opening the ITP to a range of international participants was a relatively simple thing to do. One important criterion was a high level of English, established through a series of written correspondence, submitted essays, and Skype interviews. Examples of the electronic mailing lists used include: COLLIB-L College Libraries Section (CLS) of the Association of College and Research Libraries (ACRL); ARLIS/NA and ARLIS UK electronic mailing lists; LIS-LINK (general library and information science list in the UK); and LIBREF-L (library reference electronic mailing list; American Library Association (ALA), Art Libraries Society of North

America (ARLIS/NA); and Association of Architecture School Librarians (AASL). Another approach was to send a job announcement to be disseminated by tutors on MLS programmes. This was sent to school administrators in relevant programmes in Australia, Canada, the UK and the US. The first round of calls generated a positive response with some 15 recent graduates and current students applying to participate. Given the duration of the internship is limited, this procedure has been carried out several times since with the aim of always maintaining a minimum of five interns engaged in the ITP. Subsequently, previous interns have also helped disseminate information about the ITP to peers and the researcher has been invited to make a presentation at the Association of Architecture School Librarians (AASL) conference (Isaac-Menard 2013). Conference presentations have been made about the work of AMPS, including one for the Archivists Round Table of Metropolitan New York (Whysel 2015). Also Dr. Graham Cairns has disseminated news about the ITP at a range of conferences for architecture academics. In addition, the researcher has had material published in *Art Documentation* (Isaac-Menard 2015) and *Feliciter* (Isaac-Menard & Cairns 2014) about the ITP. The stamp of approval represented by publication in a leading journal has helped when discussing the ITP with potential interns who in one or two instances have been nervous about engaging in a work placement not set in a traditional library context.

After the first round of calls to gather participants for the ITP, the researcher set up a thorough interview process. The intention was to reflect the professional paid workplace as much as possible and, as a result, this involved a standard set of questions asked of all applicants and the development of an entrance questionnaire

that would double as a key tool in analysing the perceived effectiveness of the study. Subsequently, the researcher also established induction procedures and documentation that would orientate the intern in both the needs of AMPS as a form of employer. Documented in this written component of the thesis, these materials also had to underline the skills that would be acquired and developed, the lessons that would be learnt, and be explicit about how the experience would demonstrate to both the intern and any prospective future employers, that the skills, knowledge and working practices of librarians are applicable in contexts outside the traditional library. All this was done by reference to literature in the field (Aldrich 2007; Callister 2009; Cheng & Ho 2001; Ford & Weissbein 1997; Foxon 1993; Foxon 1994; Stagg & Kimmins 2012) which underlines the principles of transferable skills that are intrinsic to the practices of this type of internship.

As it developed in the first twelve months, the researcher was able to fully establish a taxonomy of tasks (outlined below) carried out by interns and document for the intern the skills they already have that will enable them to fulfil these tasks and also the skills they need to develop in order to successfully meet the requirements of the ITP. Formulated into an induction package formally given to each intern when they commence the ITP, these documents have become important guidance to interns after the internship as they summarize the ways in which the interns themselves can present their experience in a range of job contexts, with particular emphasis on the issue of transferability.

As already indicated, early on in this process the researcher was seeking funds to cover the time that she was spending on this project. This continued throughout 2012

despite having found a home for the study. Outlined in more detail below, AMPS is a non-profit entity which, at the time of agreeing to the placement of the ITP within its organization, did not have the funds to cover the programme. The implication of this has been significant, with the researcher spending the past three years supporting over forty early careers librarians in her spare time, weekends and evenings. Although this has represented difficulties, these problems have been minimized by the supportive context of the scholarly journal *Architecture\_MPS* and its associated research and publication group AMPS. Although unable to financially support the project, the academic, journalist and author members of AMPS have supported the researcher in giving end-user feedback on the work done by the interns as part of the ITP. This has given the feedback a professional basis to complement the pedagogical focus of the feedback offered by the researcher. Before presenting some of these documents and examples of feedback, it's important to give the reader some more detail about the organization within which the internship sits.

## **AMPS**

AMPS is a non-profit research organisation. It operates in partnerships with universities and professional bodies internationally. Its peer-reviewed, open access journal *Architecture MPS* (ISSN 2050-9006) is published with UCL Press. Responsible for organising research networks and programmes, and freely disseminating research outputs, these two related entities share the same aim: to operate as a socially positive forum for the analysis of architecture, landscape and urbanism in the mediated, politicised environment of contemporary culture.

To this end the research organisation and journal have initiated two main areas of research represented by the programmes: *Housing – Critical Futures* and *The Mediated City*. These programmes set up networks of researchers and operate through an international series of conferences and workshops, and associated book and special issue journal publications. Events have been held in conjunction with universities in the UK, the United States, Spain and Cyprus. Articles have been published by leading and emerging scholars from Italy, the US, Australia, China, the UK and the United States. Books have been published and are in development with editors and authors from over twenty nations.

Premised on working collaboratively with universities, professional, student and charitable organisations to promote a socially responsible approach to the development of the built environment, AMPS has partners in Europe, North and South America and Australia. Its home base is in the United Kingdom.

On its website AMPS states that it sees the definition, debates and concerns of the built environment as intrinsic to those at the heart of other social, cultural and political discourses (AMPS 2017: About). The territory it seeks to explore is an overlaid terrain in which the physical, material and the environment are critically examined through the prism of the cultural, the mediatic, the social and the political. Its focus is cross disciplinary and draws on media studies, political science and the social sciences. It invites participation from all sectors: architects, planners, policy makers, artists, academics, the public and community activists. Its social aims can be defined as: promoting an understanding of the role of architecture and the built environment on

communities, public health and society more broadly; engaging all its stakeholders in events and debates aimed at better understanding and communicating the needs of each party; and providing openly accessible materials such as written articles, research guides, current event listings, and a database of organisations that support these aims.

Amongst the aims of AMPS is to establish an innovative academic online forum which combines, for the first time, an open access peer-reviewed academic journal with a collection of resource material related to the journal content. Launched in 2013, it represents a new approach to facilitating cross-disciplinary collaborations in academic institutions both nationally and internationally. Materials are added continually in order to build up an extensive information source for archiving. Interns are integral to its creation.

### **Intern training programme**

In establishing the ITP, the researcher developed a programme designed to fulfil the work requirements of AMPS and also to prepare early careers librarians for the changing nature of the job market in which their ability to transfer their skills to non-standard contexts will be a key attribute. The scheme is run “for-credit” and “not-for-credit” allowing current MLS students to complement their studies with practical training and providing recent graduates with their first library-related work experience (Isaac-Menard 2015). Since the programme was launched in 2013, the researcher has mentored over forty trainees from the UK, US, Canada and Australia.

The scheme is set in the context of AMPS and its journal *Architecture\_MPS*, both entirely virtual endeavours that, as described, seek to develop collaborations between librarians and academics amongst other things. The context of the internship thus represents a workplace for students and recent graduates that differs from the academic or public library setting. It therefore falls under the category of “nontraditional” as outlined by Maata (2013). However, in this setting, the interns use the tools and technologies of librarianship to support the scholarly communication process as well as the dissemination of related scholarly news and materials.

As indicated by Maatta (2013), more and more trained librarians are working (and will work) outside the academic or public library setting - and will transfer their skills to a wider range of roles. In fact, graduates accepting positions outside LIS increased from nine and a half percent of 2012 placements to 12 percent in 2013. Reflecting this trend, the internship involves trainees in a variety of work tasks that can be broken down into four categories: research support to academics; managing a repository of research materials; metadata creation; and outreach through social media. All of these components of typical librarian roles manifest themselves in clearly recognizable ways in the context of this internship. Due to its virtual nature and publication-focused activities, this internship is a good example of a non-library setting for which the skills of library and information professionals are ideally suited.

## **Intern activities**

When interns begin their placements with AMPS they go through a period of orientation based on best practices identified in the literature (Aldrich 2007; Callister 2009; Cheng & Ho 2001; Ford & Weissbein 1997; Foxon 1993; Foxon 1994; Stagg & Kimmins 2012) in which the taxonomy of activities they are to engage with; the relevance of those activities; and how these activities involve the transference of their librarian skills are outlined. This is done through Skype interviews but also through documentation that explains their roles. In outline, interns are told their specific duties will be tailored to their interests but will fall into one or more of the following areas of responsibility, each one of which corresponds with a typical aspect of an Information Professional's role:

1. Research and reference
2. Electronic information resources
3. Promotion and author outreach
4. Resource development
5. Archival practice and metadata
6. Editorial duties
7. Records management
8. Liaison
9. Instruction.

The specific aims of the information outlined at this stage are to:

1. Delineate the various areas of activity the intern may be involved with as part of this internship scheme

2. Give a general description of the duties that are most typical in each of these activity areas
3. Underline the professional competencies developed by engaging in the tasks associated with these activity areas
4. Highlight the professional roles in which the intern experience/duties are relevant.

Interns are told they will have particular areas of responsibility including the following:

1. Research and reference

Activities:

- Source materials/information – typically for authors, researcher of the host project and/or the management team
- Instruct and advise authors/researchers/management team on how to effectively/efficiently access materials/information
- Identify new publications/materials of particular relevance to the journal's remit, and specifically with reference to the host project.

What is underlined to the interns in regard to these activities is that they represent typical research support and that these research skills are often required of Information Professionals, particularly in an academic context. Competencies identified for them include: search skills, evaluation, communication, self-management.

## 2. Electronic information resources

Activities:

- Develop and maintain various aspects of the journal's website, including updating its various sections (such as the "Current Listings," "Critical Review," etc.)
- Perfect the current web platform and/or investigate new alternatives
- Participate in maintaining, managing and developing digital archives associated with the journal's various projects
- Identify and develop new technologies that can be harnessed by the journal to maximize its online presence and visibility, interaction with readers and authors.

With regard these activities, interns are told that these activities are typical of a Web Services Librarian, or any Information Professional charged with the maintenance of an organization's web presence. Competencies underlines include: communication, self- directed learning, academic community engagement, use of emerging technologies.

## 3. Promotion and author outreach

Activities:

- Participate in/develop the use of social media for the dissemination of the journal's materials
- Analyze and assess current and future audiences/audience needs and trends

- Identify, develop, implement, and monitor author and reader outreach strategies and initiatives.

With regard these activities, interns are told that outreach is a fundamental part of academic and research support and that communicating an institution's services and resources is essential to ensuring the full range of its offerings are utilized - whether they be through the library, archives or special collections. Competencies underlined include: written communication, academic community engagement, collaborative working, audience analysis, project management.

#### 4. Resource development

Activities:

- Identify and assess relevant materials and publications for inclusion in the journal's resources. For example, Research Guides and Webliographies
- Ensure the journal's resources are kept up-to-date and relevant. Examples include: Current Listings and Critical Reviews.

With reference to this, interns are instructed that the identification and collection of these materials overlaps with the role of a librarian in the creation of subject guides and Libguides, for example. This is also similar to aspects of collection development. Competencies underlined include: search skills, evaluation, academic research support.

## 5. Archival practice and metadata

Activities:

- Engage in the assessment, collection, organisation and preservation of relevant materials. For example, images collected as part of the host project
- Apply metadata to relevant materials
- Advise and participate in all issues relating to copyright permissions.

Here, the point underlined to interns is that these activities correspond loosely with the roles and responsibilities assigned to Information Professionals with a specialism in archives, particularly in a digital environment.

Competencies underlined include: search skills, evaluation, digital archiving, metadata application and management.

## 6. Editorial duties

Activities:

- Participate and/or lead in the copyediting of the journal's various materials prior to publication. For example, monthly articles, critical reviews, etc.
- Engage in the selection and descriptive explanations of various collected materials. For example, Current Listings
- Occasionally propose, solicit and write critical reviews of relevant events, exhibitions, publications and other similar materials.

In this regard interns are made aware that any materials produced for publication on a library or similar institution's website, or in its printed literature, require excellent

copyediting. Developing a professional profile through publication is increasingly common for Information Professionals.

Competencies underlined include: written communication, editing, citation, evaluation, academic community engagement.

#### 7. Records management

Activities:

- Identify, classify, store, preserve, retrieve and archive internal records related to the journal
- Engage in media monitoring. For example collect, classify and store externally- produced information about the journal
- Collect and store the journal's website content on a monthly basis.

Here, emphasis is placed on Records Management as a field that some MLS degree holders pursue and the fact that its activities are varied and are applicable in multiple professional roles.

Competencies underlined include: project management, evaluation, digital records management, search skills.

#### 8. Liaison

Many of the roles above involve liaison activities, including:

- Collaborate with authors/researchers/management team on various aspects of the journal's activities. For example, identifying important materials and resources

- Work in tandem with team members to ensure a coordinated effort. Engage in various activities to enhance interaction with readers and authors. For example, through the use of social media and publications etc.
- Assist in developing links between the journal and external parties.

In introducing these activities to interns the researcher acknowledges that the definition of liaison librarianship varies across institutions and that it encompasses many of the activities associated with various roles, including those listed in this document.

Competencies underlined include: oral and written communication, teamwork, networking, search skills, evaluation.

## 9. Instruction

All of the roles above involve some instruction, including:

- Mentor new interns in the journal's activities with which interns have experience
- Instruct and advise authors/researchers on how to effectively/efficiently access materials/information.

In this regard, the researcher stresses to interns that instruction is increasingly part and parcel of the Information Professional's operational activities. She also stresses that mentoring is part of any established professional's role drawing on several sources (Alderman & Milne 2005; Bello & Mansor 2013a; Bello & Mansor 2013b; Dahl 2011; Westbrook, 2012).

Competencies underlined include: oral and written communication, collaborative working, research support, information literacy instruction.

### **Description of components worked on by interns**

Once the overview of activities is complete, the interns begin their work-based training with the researcher in one or more of the categories / areas outlined above. By way of a more detailed overview, the following explanations are offered to give a clearer indication of the areas of work involved:

#### *Resource Repository*

AMPS involves an innovative collaboration between academics and librarians/information professionals. This collaboration is overseen by the researcher. Together with the interns, she runs the Resource Repository which aims to facilitate and promote collaborative research between academics and information professionals through the publication of relevant material. It reflects AMPS' aim of supporting scholarly communication in all its facets: the creation, evaluation, dissemination and preservation of research.

#### *Current Listings*

Following the establishment of the open access journal *Architecture\_MPS*, the resource repository was launched in 2013. Created by interns operating from various countries, it aims to offer itself as a case of best practice for online research support. As part of AMPS' engagement with scholarly communication, the researcher

oversees and trains interns to provide current listings composed of additional materials relevant to both academics and information professionals in disciplines relevant to the journal - architecture and the built environment. Initially hosted exclusively on the website, it is now hosted across platforms: AMPS website; Pinterest; Twitter and Facebook. Materials and information are added by interns in order to build up an extensive digital resource/archive.

Since 2014, interns use Pinterest for curating collections of images and articles on topics related to *Architecture\_MPS* published journal articles. These collections are grouped together into categories. Each grouping/category is referred to by Pinterest as a “board”. The boards also function as a reference to current books, films, exhibits, conferences, lectures and competitions related to the AMPS remit. It also includes information related to selected monthly articles.

The researcher also trains and manages interns in maintaining AMPS listings in a more traditional online format for preservation. The resources include archival and current book reviews, listings of relevant conferences and exhibitions, alongside film and exhibition reviews. Below is a selection of resources listed by interns on the website to give a flavour of the activities of the interns:

Exhibitions: The title of the 2015 edition of the Chicago Architecture Biennial was *The State of the Art of Architecture*. The following description is typical of those interns provide for exhibitions:

What is *The State of the Art of Architecture* today? More than a profession or a repertoire of built artifacts, architecture is a dynamic cultural practice that

permeates fundamental registers of everyday life—from housing to education, from environmental awareness to economic growth, from local communities to global networks. In an age of accelerated change, today’s architects, artists, designers, planners, and activists are developing an extraordinary range of visionary ideas that test the limits of these realms of everyday life. As a platform for the creative breakthroughs that are reimagining the ways we inhabit and shape the world around us, the Chicago Architecture Biennial will bring an international and intergenerational network of architectural talent together to explore the ambitions, challenges and possibilities that are fueling the architectural imagination today and steering the future of the field.

Conference Listings: *Are we human? the design of the species. 3<sup>rd</sup> Istanbul Design*

*Biennial.* The following description is typical:

The 3rd Istanbul Design Biennial will be held from 22 October to 4 December 2016. The curators Beatriz Colomina and Mark Wigley announced the concept of the 3rd Istanbul Design Biennial at a media meeting held on Tuesday, 1 December in the Istanbul Archaeological Museums Library. Following the welcome speech by the director of the Istanbul Design Biennial Deniz Ova, the curators Beatriz Colomina and Mark Wigley announced that the 3rd Istanbul Design Biennial is entitled “ARE WE HUMAN? : The Design of the Species : 2 seconds, 2 days, 2 years, 200 years, 200,000 years” and will explore the intimate relationship between the concepts of “design” and “human.”

Book Reviews: Sir Banister Fletcher’s *A History of Architecture*. Bloomsbury Publishing,

the University of London and the Royal Institute of British Architects (RIBA) 2016. The

following description is typical of those that interns write for book reviews:

Professor Murray Fraser of The Bartlett School of Architecture has been appointed as General Editor of the 21st edition of Sir Banister Fletcher’s *A History of Architecture*. The ‘all new’ edition of this classic work takes on a revised title – Sir Banister Fletcher’s *Global History of Architecture* – and will be published in print and online formats by Bloomsbury Publishing in late 2017. Reflecting the significant shifts in perspective since its first publication, the change of title heralds a truly globalised approach to architectural history, and marks this distinguished book’s 120th anniversary. “No one before has tried to write such an extensive history of architecture using expert contributors from all around the world,” notes Professor Fraser. “We are delighted to be setting a new benchmark in this regard.”

Film Reviews and Listings: The Architecture and Design Film Festival 2015 | 2016.

The following description is typical:

The Architecture and Design Film Festival, celebrates the unique creative spirit that drives architecture and design. With a curated selection of films, events and panel discussions, ADFFF creates an opportunity to entertain, engage and educate all types of people who are excited about architecture and design. With well-attended screenings, legendary panelists, vibrant discussions and events in New York, Los Angeles and Chicago, it has grown into the nation's largest film festival devoted to the subject. The ADFFF also programmes for international film festivals as well as cultural institutions and private venues.

Seen as a continually updated research guide, all of these materials need to be sourced, evaluated and digitally archived – skills that are often learned in library school but applied here in a slightly different context. The researcher trains and oversees the interns in this process. Some of the materials collected for this repository will be sent for archiving to relevant international bodies in the coming years such as the Library of Congress and the British Library.

*Image Archive*

The issue of current listings brings us to another component of this internship – metadata creation using non-MARC coding for materials and images specifically for archiving with external institutions. This currently occurs in the context of support for a research project hosted by the journal, *Architecture\_MP*, that examines the historical and contemporary use of architecture in political campaign images – whether they be historical portraiture or contemporary televisual images of politicians. Specially, this project has involved finding relevant images and adding metadata. The overlap between the role of the cataloguer/archivist/reference librarian in a traditional library

setting and the slightly modified work performed in this context are indicative of how librarians are able to transfer their skills in a specifically electronic and remote nontraditional context.

### *Outreach – Social Media*

Interns also become involved in outreach through the use of social media. AMPS interns assist in creating content for Pinterest, Facebook and Twitter:

[http://www.pinterest.com/architecturemps/;](http://www.pinterest.com/architecturemps/)

<https://www.facebook.com/architecture.mps.9> ; @ArchitectureMPS. This includes sourcing and selecting news stories relevant to the journal's themes, and information on events, new books, and publications that may be of interest to the journal's readers. In many ways this equates to what we describe as a 'social media-generated resource.' However, it also correlates to more standard definitions of outreach that are ever more part and parcel of the librarian role. Again, the researcher oversees the interns in transferring their skills to find and evaluate information in this publishing context.

### *IT Systems*

In addition, some interns were tasked with evaluating which platform is most suitable for hosting the journal's content. Under the guidance of the researcher, these interns worked to explore whether the journal's needs can be accommodated on a Wordpress platform or whether it would be preferable to migrate to Open Journal Systems (OJS). The decision involved taking the interns through the process of considering factors

such as navigability and user experience, in addition to graphic design.

### *Research Support*

In all of the above tasks, the researcher oversees interns directly. However, the researcher also oversees direct support given by the interns to *Architecture\_MPS* authors, editors and researchers for articles, books and event organization. This support is offered in much the same way as a standard research support role within an academic or special library context. The main difference here is that communication is largely through email, and the resources searched and used are entirely electronic and that the researcher is directly guiding the interns in the development of their research support skills and communication methods.

### *Host Project Support*

One of the features of AMPS is that it “hosts” research projects. The recent pilot project for this was based on academic research from the primary editor, Dr. Graham Cairns. However, the idea behind these “host projects” is that the AMPS team of librarians and interns (called the Information Services (IS) Committee) will offer research support to various academics on a prolonged basis focused on their specific projects for the foreseeable future. As part of this initial pilot project, the researcher applied for funding from the ALA’s Carnegie Whitney Grant to put together an open access webliography and research guide based on the pilot host project. What this means is that the essential role that she, as a librarian, is playing in the development of this academic project is being recognised and fore-fronted and that this can now be used as a model for the interns and other academics.

### *Editorial Support*

One other thing could be mentioned in this regard: the journal *Architecture\_MPS* publishes articles monthly in an open access online format. It also has an editorial team that produces multi-authored books on its themes: architecture and its relationship with other disciplines (namely the social sciences, media studies, and political science). The researcher has engaged interns with the editors of these books and has herself worked very closely with them (offering research support to individual authors as necessary). This way of working effectively takes the research support services offered by academic librarians to their faculty colleagues inside a university to a new arena: the independent peer-reviewed journal. In April 2014 the first book to come out of this type of working relationship was published: *Design for a Complex World: Challenges in Practice and Education*, published by Libri Publishing, Bristol. The role of the interns in the production of the materials for this book is credited on the first page. It is hoped that it will be the first of many such publications and librarian collaborations to be seen in print and that interns will be given the opportunity to be credited in this way on many occasions in the future.

## **CHAPTER FOUR. Running the Training Programme**

### **Orientation for interns**

#### *Advice on job searching*

As indicated in the previous chapter, when interns first start the ITP, they are advised on the transferable skills rationale of the internship and the argument behind it, namely: that although libraries remain a major place of employment for MLS graduates and that many of the traditional skills are still important and central to the daily work activities and responsibilities of librarians, increasingly, these skills are applied in non-traditional settings – physical and online and that this often involves the readjusting of these skills and even the development of new ones based on them.

Interns are informed expressly that the ITP is intended to respond to this changing work context and that it gives the opportunity to develop numerous skills, applicable in both the traditional and non-traditional employment settings of today's MLS graduates. With this in mind, in addition to the documents referred to in the previous chapter, they are presented with a document that offers a list of 12 useful resources to aid in a job search in today's professional context. They are told it should be read in conjunction with the Architecture\_MPS INTERN SCHEME Description Document and that it is intended to:

1. Demonstrate the range of jobs available to MLS graduates
2. Give information on related issues, including possible job titles/descriptions; occupational outlook; and advice on exploring alternatives to library careers

- Underline the relevance of the experience gained on the internship and assist in job searching during and after the scheme.

To reinforce this, the following additional information and resources are also given:

**Resource 1.**

Bureau of Labor Statistics, United States Department of Labor. 2014. *Occupational Outlook Handbook*, “Librarians”. <http://www.bls.gov/ooh/education-training-and-library/librarians.htm> (Accessed 23 December 2016).

This website offers information on the profession such as median salary, and typical entry level education requirements. Below is a sample summary of relevant information and some data on the job market gleaned from their website:

Jobseekers may face strong competition for jobs, especially early in the decade, as many people with master’s degrees in library science compete for a limited number of available positions. Later in the decade, prospects should be better as older library workers retire and population growth generates openings.

Even though people with a master’s in library science may have trouble finding a job as a librarian, their research and analytical skills are valuable for jobs in a variety of other fields, such as market researchers or computer and information systems managers.

In addition, the interns are given the following chart of relevant facts:

**Table 4.1: Occupational outlook data for librarian profession**

<b>Quick Facts: Librarians</b>	
<b><u>2015 Median Pay</u></b>	\$56,880 per year \$27.35 per hour
<b>Entry-Level Education</b>	Master’s degree
<b>Work Experience in a Related Occupation</b>	None
<b>On-the-job Training</b>	None
<b>Number of Jobs, 2014</b>	143,100

<b>Job Outlook, 2014-24</b>	2% (Slower than average)
<b>Employment Change, 2014-24</b>	2,700

**Source: Bureau of Labor Statistics**

They are guided to the following website for more details:

<http://www.bls.gov/ooh/education-training-and-library/librarians.htm>

## **Resource 2.**

How to: Apply for a library job.

[http://liswiki.org/wiki/HOWTO:Apply\\_for\\_a\\_library\\_job](http://liswiki.org/wiki/HOWTO:Apply_for_a_library_job) (Accessed 8 August 2017).

This wiki is a comprehensive guide to various aspects of finding a job and interview preparation. Its content includes the following:

- 1 Find Job Listings
- 2 Prepare Your Application
- 3 Practice Interview Questions
- 4 Preparing for Interviews
- 5 The Phone Interview
- 6 The Video Interview
- 7 Before the In-Person Interview
- 8 The In-Person Interview
- 9 The Job Offer
- 10 For More Information

The interns are also informed that this wiki also indicates the following as useful resources:

- National Association of Colleges and Employers. Interview Essentials. <http://www.nxtbook.com/nxtbooks/nace/JobChoices0812/index.php#/60> (Accessed 8 August 2017).

- Nesbeitt, SL & Singer Gordon, Rachel. 2002. *The Information professional's guide to career development online*. Medford, NJ: Information Today.
- Open Cover Letters. [https://opencoverletters.com/Anonymous cover letters from hired librarians & archivists](https://opencoverletters.com/Anonymous%20cover%20letters%20from%20hired%20librarians%20&%20archivists). (Accessed 8 August 2017).
- Shontz, PK (Ed.). 2004. *The librarian's career guidebook*. Lanham, MD: Scarecrow Press.
- Statz, SR. 2003. *Public speaking handbook for librarians and information professionals*. Jefferson, NC: MacFarland.

They are directed to :

How to: Apply for a library job.

[http://liswiki.org/wiki/HOWTO:Apply\\_for\\_a\\_library\\_job](http://liswiki.org/wiki/HOWTO:Apply_for_a_library_job) (Accessed 8 August 2017).

### **Resource 3.**

Maatta, SL. 2013. The emerging databrarian: digital and data management roles reach critical mass among recent MLS graduates. *Library Journal* 138(17):26-33.

This article gives current data related to the profession, such as salary information, job roles, gender variables, etc. Below is a sample of the information it offers:

#### **Top New Job Titles & Responsibilities:**

Data Analytics

Data Science

Digital Archives

Digital Content Management

Emerging Technologies Specialist

Social Media Manager

User Experience Designer

The interns are informed that several new job titles appeared among the survey responses, including emerging technologies librarian, e-learning and distance learning librarian, and e-lending librarian. Social media manager and project manager were also

among the popular job titles, and individuals who found positions in academic institutions were as likely to be instructional designers and user experience designers as they were to be reference librarians. Furthermore, the interns are told that another group of graduates in this survey identified their functions in digital content management and that metadata and information architecture were featured among the skills used to describe their jobs. Also underlined is that job descriptions for the traditional LIS roles have begun to articulate the need for skills related to emerging technologies and digital content from the entry level on up.

The interns are then directed to this website:

<http://lj.libraryjournal.com/2013/10/placements-and-salaries/2013-survey/the-emerging-databrarian>

#### **Resource 4.**

What Not to Do When Applying for Library Jobs. *In the Library with the Lead Pipe*. <http://inthelibrarywiththeleadpipe.org/2009/what-not-to-do-when-applying-for-library-jobs/> (Accessed December 22, 2013.)

In this blog post, the authors offer advice from interviewees and interviewers, and make some practical comments themselves. Below are some examples of their guidance:

#### **Plan Ahead!**

Before you look for a job, while you're still in school or if you're getting curious about another facet of the library profession, it is most advantageous to you to schedule informational interview...

#### **As You Consider Applying**

Don't worry about your inexperience...

#### **Application Materials**

Don't use valuable space in your cover letter to summarize the job description/announcement or rehash facts from your resume...

### **Screening Phone Call with HR**

Don't ignore HR. This is where you have an opportunity to ask questions about the position and the timeline of the search committee process...

### **Phone Interviews**

Don't be concise! If your phone interview runs less than a half hour, chances are you didn't give your interviewers a good flavor for who you are...

### **Interview Preparation**

Don't be a generalist. Look up the mission statement of the library and/or institution of which it is a part....

In providing interns with this information the author also directs them to the following website:

<http://inthelibrarywiththeleadpipe.org/2009/what-not-to-do-when-applying-for-library-jobs/>

### **Resource 5.**

Rodriguez, J. 2014. Exploring Alternative Library Careers via LinkedIn Groups. *INALJ* <http://inalj.com/?p=33743> (Accessed 8 August 2017).

This web posting from Joy Rodriguez, Head Editor, INALJ Delaware, discusses the potential use of LinkedIn in the development of professional networks, especially non-traditional roles in our field. Below is a sample of its information:

Joining groups on LinkedIn is a great way to expand your professional network and keep track of the latest information in the LIS world. Several articles have been written on how to [manage](#) and [network](#) via LinkedIn groups. Joining groups can also be a great way for individuals with an LIS background to explore career areas outside the traditional library world. There are several LinkedIn groups that focus on alternative careers for information professionals.

The interns are also encouraged to consider joining the following groups:

[Association of Independent Information Professionals](#)

[code4lib](#)

[Culture and Museum Jobs](#)

[Digital Asset Management](#)

[Information, Knowledge and Content Management Specialists](#)

[LIS Career Options \(a subgroup of American Library Association\)](#)

They are also directed to this website for more information: <http://inalj.com/?p=33743>

### **Resource 6.**

Singer Gordon, R. 2008. *What's the alternative?: Career options for librarians and info pros.* Medford, NJ: Information Today, Inc.

This book explores non-traditional career paths for MLS graduates. Below are a sample of reviews:

In this tight employment market for librarians, job seekers with an MLIS degree will find a clear voice of encouragement and hope in Rachel Singer Gordon's *What's the Alternative? Career Options for Librarians and Info Pros.* Gordon, author of several other books and websites in the field, presents a comprehensive overview of information-related career options, from organizations that serve libraries, to non-traditional positions within libraries, as well as self-employment and freelance research work.

Cothran, T. Book Review: *What's the Alternative: Career Options for Librarians and Info Pros.* *ALA.org*  
[http://www.ala.org/nmrt/news/footnotes/november2010/book\\_review\\_whats\\_the\\_alternative\\_cothran](http://www.ala.org/nmrt/news/footnotes/november2010/book_review_whats_the_alternative_cothran) (Accessed Dec 22, 2013).

The following quote is also highlighted for interns:

The author focuses on looking for non-traditional library and information science-related jobs. The chapters explore jobs in organizations that serve libraries; organizations similar to libraries such as publishers, non-

profits and government agencies; performing freelance or consulting services; starting an information-related business; and working in IT, management and other roles that fit with an MLIS degree.

Non-traditional Jobs for Librarians. *ALA.org*.

<http://www.ala.org/educationcareers/careers/paths/jobtypes/privatesector>

(Accessed Dec 22, 2013).

They are then directed to this website:

[http://books.infotoday.com/Ebooks/348\\_Whats-the-Alternative-Career-Options-for-Librarians-and-Info-Pros.htm](http://books.infotoday.com/Ebooks/348_Whats-the-Alternative-Career-Options-for-Librarians-and-Info-Pros.htm)

### **Resource 7.**

Breitkopf, M. 61 Non-Librarian Jobs for LIS Grads. *Information Space: The iSchool School of Information Studies Syracuse University*.

<http://infospace.ischool.syr.edu/2011/12/23/61-non-librarian-jobs-for-librarians/>

(Accessed 8 August 2017).

This article posted through Syracuse University lists 61 possible jobs that MLS graduates might take up. Below is a sample:

Web Analytics Manager  
Information Resources Specialist  
Technical Information Specialist  
Documentation Specialist  
Digital Reference Librarian  
Curator, Media Resource Center  
Archival Consultant  
Director of Emerging Technologies and Community Services  
Architecture Library Assistant  
Research Lead  
Discovery Metadata Librarian  
Teaching and Services Learning Coordinator  
Acquisitions Team Lead  
Head of Learning Resources Center  
Freelance Researcher  
Manager, Information Services  
Head of Information and Research Services  
University Archivist/Professor  
Library Digital Infrastructure and Technology Coordinator  
Data Officer

Digital Archives Systems Administrator  
Information Research Specialist

In giving this information to interns, the researcher directs interns to:

<http://infospace.ischool.syr.edu/2011/12/23/61-non-librarian-jobs-for-librarians/>

**Resource 8.**

Ruddock, B. Alternative Careers for New Library & Information Professionals.

<http://www.slideshare.net/bethanar/alternative-careers-for-new-library-information-professionals> (Accessed 8 August 2017).

This presentation by Bethan Ruddock discusses the definition of traditional and non-traditional librarianship and identifies how the “traditional” role is changing. Below is an example of some of the advice she offers on job searching:

- *Tailor your application to that job.*  
Speak the language of the organisation  
Don't use librarian/info pro/sector jargon!
- *Address all essential requirements*  
Address as many 'desirable' requirements as you can
- *Be explicit, not implicit*  
Don't expect them to make the connections between your experience and your needs- lay it out for them
- *Prepare to be Googled*  
Have a good online reputation that showcases your professional skills
- *Be brave!*  
A job application costs you nothing, except a little time and effort, and the rewards can be huge.

This useful resource is reinforced by the author through sending interns to the following website:

<http://www.slideshare.net/bethanar/alternative-careers-for-new-library-information-professionals>

### **Resource 9.**

Mr. Library Dude.

<http://mrlibrarydude.wordpress.com/nailing-the-library-interview/advice-job-hunting-tips-links/> (Accessed May 29, 2016).

This blog has useful job hunting tips and links to various materials: library job postings, career advice, cover letters and resumes, etc. Below is a sample of its career advice resources:

### **Library Job Hunting & Career Advice Resources**

- American Library Association. *Want a great resume?* <http://www.ala.org/rt/nmrt/oversightgroups/comm/resreview/resumereview> (Accessed 8 August 2017).
- Arenofsky, J. 2012. Toughing it out in a tight job market: hands-on advice to help you stand out during a job search. *American Libraries* 43(11/12): 30-33. Also available <https://americanlibrariesmagazine.org/2012/12/10/toughing-it-out-in-a-tight-job-market/> (Accessed 22 December 2016).
- Duran, K, Garcia, EP & Houdyshell ML. From the inside out and the outside in: the academic library interview process in a tight economy. *C&RL News* <http://www.ala.org/acrl/conferences/onpoint/insideout> (Accessed 8 August 2017).
- Krautter, M & Craft, A. Career building basics: successful interviews <https://www.slideshare.net/jacksonlibrary/lis-career-building-basics-successful-interviews> (Accessed 17 August, 2012).
- McKay, BL. Top of the Heap or Bottom of the (Trash) Barrel? Tips for Job Applicants. *NMRT Footnotes* <http://www.ala.org/rt/nmrt/news/footnotes/footnotesjan1993/footnotesjanuary> (Accessed 17 August 2012).
- Wilcox, M. Why I won't hire you. *LIScareer.com* [http://liscareer.com/wilcox\\_wonthire.htm](http://liscareer.com/wilcox_wonthire.htm) (Accessed 8 August 2017).

In discussing this blog with interns, the researcher directs the interns to: <http://mrlibrarydude.wordpress.com/nailing-the-library-interview/advice-job-hunting-tips-links/>

**Resource 10.**

Non-traditional Jobs for Librarians. *ALA.org*.

<http://www.ala.org/educationcareers/careers/paths/jobtypes/privatesector>

(Accessed May 29, 2016).

This website lists several possibilities for working outside traditional library settings and offers a bibliography of related books and articles. Below is an example of a few:

McCook, Katherine de la Pena. *Opportunities in Library and Information Science*. McGraw-Hill, 2008. This book is an overview of the library and information science field, with descriptions of responsibilities of different roles of library and information science professionals, including opportunities for work in non-traditional settings. There is also discussion of practical aspects of LIS work such as continuing education, job hunting tips, and salaries, tenure, retirement and other benefits.

Shontz, Priscilla K. and Murray, Richard A. *A day in the life: career options in library and information science*. Westport, Conn.: Libraries Unlimited, 2007. More than 90 authors describe their unique jobs: what a typical workday is like, the pros and cons of different positions, how to find similar positions, and resources that correspond to those positions. The chapters are divided into categories by setting, industry or job type: public libraries, academic libraries, schools, special libraries, library consortia, publishing, associations and agencies, faculty, vendors and nontraditional.

McFadden, L. (2008) *The Not-So-Dark Side: An Out-of-Work Librarian Becomes a Vendor*. *American Libraries*, 39(9), pp. 47. In this article an out-of-work corporate librarian shares her experience with having to make a career change after her position became eliminated. She discusses how her MLS degree helped her find work with a vendor and how her librarian skills have been helpful in her new position.

Discussion of this website by the researcher is accompanied by the suggestion that interns read more here:

<http://www.ala.org/educationcareers/careers/paths/jobtypes/privatesector>

**Resource 11.**

INALJ - I Need a Library Job eResource Center. Accessed May 29, 2016. :[http://inalj.com/?page\\_id=10653](http://inalj.com/?page_id=10653)

This website is possibly the most comprehensive list of job postings in the US. It also offers some postings from foreign countries. It also includes other materials like success stories, interviews and articles. Below is a sample of articles.

*Network at the Holiday Party Hop* by Ashley Mancill

*Why Job-Hunting Isn't Like Dating* by Ruth Kitchin Tillman

*Surviving Christmas* by Elinor Crosby

*Lurk and Learn: Take Advantage of Library Social Media as a New or Aspiring Librarian* by Caitlin Moen

*So You Wanna Be a Law Librarian?* by Billy Hinshaw

Once discussing this website with interns, the author/trainer sends interns to:  
[http://inalj.com/?page\\_id=10653](http://inalj.com/?page_id=10653)

**Resource 12.**

Kenney, B. How to Land a Library Job. *Publishers Weekly*  
<http://www.publishersweekly.com/pw/by-topic/industry-news/libraries/article/58574-how-to-land-a-library-job.html> (Accessed 2 August 2013).

This article, first published in Publisher's Weekly in 2013, offers advice on how to find a job in the field. It is written by an experienced librarian who has hired extensively in the past, but who also identifies he spent twenty years in a "continual job search". The range of issues covered includes:

- Do Your Homework – advice on the preparation needed to find work.
- It’s a Pitch – advice on how to present yourself
- A Personal Narrative – specific comments on ways of ‘grabbing attention’
- Exploit Your Past – advice on how to frame the experience you already have
- Personal passions, hobbies – comments on how you can incorporate the personal side of your life into the search
- Get the Process Straight – comments on the importance of understanding what is involved in the process of searching, interviewing and employing.

The trainer sends the interns to the following website after discussing these issues:

<http://www.publishersweekly.com/pw/by-topic/industry-news/libraries/article/58574-how-to-land-a-library-job.html>

### **Example tasks and feedback**

In this section, the author offers examples of tasks assigned to interns during the ITP and feedback they were given by their mentor, Rachel Isaac-Menard.

#### *Sample task 1*

Amber was asked to tweet/ post for AMPS about related news stories and AMPS content for an academic audience. Here is the initial request:

Just for now, please send through tweets/posts to me before posting live. I know it's tedious, but it'll only be for a little while. While you're still sending things through to me for review prior to posting, don't worry too much about the posting frequency (twitter twice a day, etc.) as there may be some delay between when you send it to me and when I can take a look and comment. Is this alright with you?

### *Sample feedback 1*

Amber provided sample tweets/posts prior to posting live so the mentor could give feedback. Here is an example:

Dear Amber,

Here is some feedback on your last document:

Good practice involves clear communication. Readers need to know from the tweet/post what you are sending them to. As a rule of thumb in journalism you can follow the idea of communicating in as few words as possible the key points: what, where, when, why and who.

In the attachment we have made comments and suggestions on the first set of tweets (numbered 1-5). These can be used straight away so please begin. Also please use the Bit.ly account to shorten the links.

Apply the comments we've made in this document (and the previous advice we've given) to the rest of these tweets/posts in the document.

It's fundamental to show great attention to detail. With such a small number of words/characters, slight errors like misplaced commas, semicolons, etc. confuse the intended meaning. This seems to have occurred on several occasions and as a result, the proposed tweet does not communicate clearly.

Also avoid overreliance on copying/pasting headlines. As we mention in the document attached, this might work on a webpage and is sometimes ok in a tweet, but often in this format fails to communicate (see our comments in the document).

On another point, when sending a document to an employer or a supervisor for comment (as in this case), be very careful about your formatting to make it easy to understand. As an example in the attached document we have put a line under every distinct tweet and used bolding and different colour texts to help you to follow what we're explaining. Please follow this type of system so we don't get confused about what you're saying. Currently it's not always clear which link corresponds with which tweet. Please reformat after number 5 in the document and resend so we can comment.

### *Sample task 2*

Cindee was asked to research various aspects of design schools. Here is the initial email:

Dear Cindee,

By way of follow up to our phone call, here are the instructions for this task:

1. Are there any international design schools that have been singled out for creative teaching, unusual management structures or anything else?

(Definition of Design School below)

- Please list these design schools and include a brief explanation of what it is about them that makes them unusual
- Please include a bibliography of sources you used. These can include news articles, trade journals or blogs as well as more scholarly sources.

2. Any books/articles about managing design schools

- If you find any books, please check if there is a book review (often available through JSTOR or elsewhere) and include the full text of the review.
- If no serious/academic review is available, then a summary or a review from elsewhere will suffice. In some cases you may find interesting blog articles. These can be included.
- Include a bibliography.

By design School we refer to any university department, section or independent teaching institution that focuses on design subjects – architecture, interior design, landscape design, urban design, graphic design, etc. It is a fairly open definition.

The task aligns with the research and reference category of the Intern Description document we sent a little while ago (below). If you would like any more clarification, just get in touch.

### *Sample feedback 2*

Cindee provided a spreadsheet containing the requested information. Here is the feedback:

Hi Cindee

Thanks for looking into this. The expanded information is definitely more helpful. There are three additional things related to this we would like you to continue with:

1. If possible we would like a few more examples of innovative schools and projects such as the ones listed in the spreadsheet

2. Also, part of this involves teaching and managing “creative people”. Could you get some definitions and examples of techniques and strategies used in teaching and managing “creative people”?

3. Some of the books you have found summaries and reviews of use terms that it would be helpful to have some definition of. Examples include:

- Mootee, Idris. Design Thinking for Strategic Innovation: What They Can't Teach You at Business or Design School. Hoboken, NJ: John Wiley & Sons, 2013. Print. **Could we get some definition of what “Design Thinking” is – with some examples?**

Nussbaum, Bruce, Professor of Innovation & Design at Parsons The New School of Design. Review of **Communicating the New: Methods to Shape and Accelerate Innovation** by Kim Erwin.

Wiley, 2013. Website. **Can we find a few examples of what Erwin means by ‘Volatility, Uncertainty, Complexity and Ambiguity’. Also some examples of what he suggests to do in response?**

Salama, Ashraf M. A., and Nicholas Wilkinson. Design Studio Pedagogy: Horizons for the Future. Gateshead, U.K.: Urban International, 2007. **Can we find a definition of critical thinking, decision making in pedagogy; cognitive and teaching/learning styles?**

Laurillard, Diana. Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology. New York, NY: Routledge, 2012. **A definition of this idea: ‘Teaching is now a design science’.**

You don’t need to get the exact definitions of these things from the book itself, hopefully some examples can be found online.

Thanks,

Rachel

### *Sample task 3*

Aashmeeta was asked to create a comprehensive summary of recent technology developments in libraries. Here is the initial request:

Dear Aashmeeta,

The next task is a wide-ranging project that aims to summarize recent developments in web based library services.

If we collect enough sources and summaries, we would like to offer it as a research guide (through our website – or a special website) for libraries and other online academic sources such as Architecture\_MPS.

Also, as a web based reference source AMPS is exploring ways in which it may innovatively offer services to libraries through web platforms. Understanding what libraries are doing is the first step to addressing these needs.

If you think this is a project that would interest you, I can give you a few more details. We see it as an ideal way of the participants to develop their learning (about future trends) while working on the internship. Please let us know by Tuesday because we'd like to get the ball rolling on this.

After Aashmeeta asked for further clarification on this task from Rachel Isaac-Menard, here is the mentor's response:

Dear Aashmeeta,

Glad to hear this is of interest and great idea to use your current library network.

More details on what we need are below:

1. List of resources / websites etc. that provide updates on new technologies in libraries – these may be scholarly, trade journals, blogs, websites, listservs, podcasts, TED talks etc. It would be international in scope (English speaking).

Here's a good example of a relevant blog (from the UK).

<http://www.philbradley.typepad.com>

2. A one-two paragraph (or bullet point) summary of the main issues being discussed – both recent development and initiatives (the last 1-3 years), as well as predictions for the immediate future (1-3 years).

Nb. There are so many resources on developments in technology generally so focus on technology in library settings (at a later stage we may widen this search).

Please do ask questions as you go along!

### *Sample feedback 3*

After completing a draft, Aashmeeta shared it with Rachel Isaac-Menard. Here is the feedback:

Dear Aashmeeta,

Many thanks for all your hard work so far on this project. As we mentioned at the outset, it's a very wide-ranging area of investigation we have asked you to engage with. You are doing very well given the overwhelming amount of information that is out there on this.

At this point, it's probably worth us reminding ourselves and you of the aims of the project.

1. Develop a research guide (with sources and summaries)
2. Architecture\_MPS to identify possible services it can offer

Your role is in developing aim 1. For this, we asked you to look at a whole series of sources which you have been doing over this period. It has taken us a little time but we have now covered all the things necessary.

By way of feedback, here are some points to help you improve:

1. We came back to you several times to add pieces of information. That made the process a little piecemeal. In part that is our fault. Rather than give you such a wide-ranging list to start with, we should have asked you to focus on two or three sources at a time. That way we could have built up the research guide more methodically. Our first piece of advice is, if in the future you feel an employer has given you instructions that are either unclear or too broad, don't be afraid to ask for further advice. It is always better to be fully aware and confident you are going about the task correctly and effectively, than to find problems or omissions at a later date

2. When doing a search (particularly such a wide and extensive one as this for library trends regarding technology) it's advisable to start with the most respected and reliable sources and then expand from there. In this case, that probably means beginning with scholarly sources, then moving to things like trade journals, websites, blogs. This will help you identify with more certainty the most relevant issues to look at.
3. When sending a document to an employer or a supervisor for comment (as in this case), be very careful about your formatting to make it as easy to understand as possible. Your formatting overall is good, and for some suggestions to improve, see attached comments in the documents.

With regard your next task, there are three steps to take:

1. Source scholarly articles. These will provide authoritative information in issues/trends and complete the full range of sources that will be referenced in research guide you're preparing
2. Once you have this full range collected, we would like you to break the trends into two major and clearly labelled categories. The first is trends that have recently emerged (in last 1-3 years) and are now being put into place already. The second is predicted future trends (expected in 1-3 years)
3. Finally, format all the information you've collected so far as a research guide that includes the standard information: issue name, summary and sources (when citing, please use Chicago style); list of resources you've found. Remember the issues of formatting and use the example of good professional practice we've highlighted in the attachments. We've included a document of a very different type as an example of clear formatting – the content is irrelevant.

Take a moment to read through the feedback before addressing the next task and come back to us with any questions. Our advice is to send a draft at each of the three stages of this next task.

If there is any other feedback you would like from us, feel free to contact us. We're also very happy that you have found the content of this research useful and interesting.

Best,

Rachel

Additional feedback:

Given this task involved creating an extensive report on library technologies, there were points of mentor-intern interaction to ensure successful completion. Here is an example of later stage feedback/interaction:

Excellent work on the research guide, Aashmeeta! You've done a fantastic job sourcing highly relevant scholarly articles, identifying future predictions and current trends and organizing the information coherently and succinctly. This isn't an easy task since there is so much out there on this topic – you've managed to do a great job delving into the literature and organizing the information so it is manageable.

Next steps and things to consider:

I think including a table of contents would improve navigation through the document (especially since it is quite long with various sections).

You might want to take a look at conference programs for upcoming or recently held events that relate to this topic. For example 'Computers in Libraries' has a conference in about a week's time which deals with exactly this kind of information so maybe look at their conference program and any other similar conferences and see if you've covered all the relevant trends.

If you're able to source more articles on ebooks, social media, and 3D printing, please go ahead and add those to the research guide.

Perhaps you can investigate wearable technologies and think about adding it to the future trends section.

Are you still working on adding categories to the main sections (future predictions, recently emerged)?

Let me know if you need some clarification or have any questions.

*Sample task 4*

Emily was charged with the task of sourcing relevant research material with relation to a particular researcher's project. Below is the mentor-intern interaction:

*Dear Emily,*

*You will be looking at question 7. Below are the specific details:*

*Q 7.1*

*Mid – late 18<sup>th</sup> (starting point circa. 1760)*

- *What were the main architectural developments sponsored by or related to government? This could be directly or indirectly. (ie. The Whitehouse, Washington DC... and others)*
- *Did certain administrations promote particular types of development? This could be through changes in the law, in comments made by particular Politicians etc. (ie. new street layouts in cities, new housing developments, other public buildings, etc.)*
- *Were any politicians particularly interested in architecture / supportive of styles or architects etc. (ie. Jefferson – but who else?)*

*Q 7.2*

*19<sup>th</sup> Century.*

- *Questions as above (7.1)*

*Q 7.3*

*20<sup>th</sup> century*

- *Questions as above (7.1)*

*Q 7.4*

*2000, 04, 08, 12*

- *Questions as above (7.1) Nb. Particular focus on the 'Home Ownership Nation' policy of the George W. Bush campaign*

#### *Sample feedback 4*

After submitting her first draft of responses to the research questions, the following feedback was offered:

Dear Emily,

We've had a chance to look through the materials you've sent. Thank you for your efforts.

You're getting relevant materials on the research topic and the sources are, in general, credible. Providing the full text documents is very useful – well done!

Ways to improve on this include:

1. Make sure to properly cite and reference your materials. 'american civic buildings' document, for example, is not referenced. As you know, referencing sources is standard professional practice.
2. Try to create a summary of the materials yourself because this will speed the researchers' use of the materials and it serves as a way for you to double check the material is relevant. If you have time to do this, it's an excellent level of service to the researcher and will show thorough professionalism
3. Put a bibliography together of all the materials sourced which you can add to as you go along. So both you and the researcher can easily source the materials again. Again – good professional practice to do so

4. Newspaper sources are fine – try to check newspapers like New York Times, Washington Post, etc. because they are more respected. It may be more efficient to use newspaper databases rather than searching online to find news sources. This is usually faster and produces more accurate results. Your library probably has a subscription to a newspaper database but if not, try to find another way of accessing these. Professionally, the greater the credibility of the source, the better
5. Newspaper sources should be supplemented with scholarly journal articles and books. In the professional academic context, it is standard procedure to use academic sources.

If you take on board all of these things, they will serve you well in any other jobs you have in the future.

For the time being, we would like you to continue, but remember we're in a professional context which means deadlines must be met. If you feel like you won't have the time to dedicate to this for any reason, it's very important that you let us know in advance; that way we have the chance to find alternative ways to meet our deadlines. Again, bear this in mind as good professional practice because any employer will expect this of you in the future. If you can continue to collect as many sources as you can and send it to us (with the bibliography) by Wednesday, February 26.

I hope this helps guide you. Feel free to contact us with any further questions.

Best,

Rachel

### **Managing intern managers**

Although the author manages most interns directly, a number of more experienced interns have taken on some of these responsibilities. The author also provides training for intern managers (who manage other interns). In the first instance, this is summarised in a 'Management Document' that new intern managers receive. It is then supplemented by continual conversation and meetings planned throughout the tenure of the intern manager with AMPS/Architecture\_MPS. Below is a summary of the documents

provided to intern managers and the issues contained within. It serves to show the principles used by the author in managing interns and the guidance she gives to intern managers / supervisors.

#### *Advice on outline planning, interviewing and recruitment*

In preparing experienced interns as managers of other interns the author firstly identifies that prior to assigning new interns to intern managers, the author will have conducted a needs assessment and a job description will have been created and the job advert posted. Intern managers are encouraged to take time to read this if they have not been involved in the process from the outset. If they were involved in the recruitment process, the author encourages the intern manager to consider the skills and qualities needed in an intern and keep these in mind as they review applicants. The author normally interviews more than one potential intern before making the selection and she sets clear expectations including the importance of meeting deadlines and reviews the work tasks and ultimate deliverables of the internship. Managers are reminded that they should communicate with the 'virtual' intern via Skype, cell phone, e-mail or web conference and try to fully understand the new intern's skills, needs and motivations.

#### *Internship planning*

If the intern managers have not been part of the intern interview process they are told to read any comments made from the interview, as well as the intern's curriculum vitae (CV) and cover letter. They are encouraged to understand as much as possible the skills, needs

and motivations of the intern. Similarly, they are encouraged to familiarize themselves with the work plan developed by AMPS. At this point (after the interview) intern managers are reminded that it is good practice to plan a firmer schedule to ensure that the new intern will be able to contribute the amount of time agreed and determine how and how often they will communicate with the intern.

*Hold an orientation and maintain contact*

Intern managers are told that an introduction that goes beyond the information in the internship advert and on the AMPS website is essential. Given the range of tasks the internships of AMPS can cover, each orientation has to be tailored. They are supplied with and encouraged to use the questions they themselves were asked upon commencing as interns.

Once orientations are complete it is important to ensure timings and schedules are kept too. Many internships are timed to coincide with the start and end dates of the school semester so managers are told to remember that students are normally required to complete their internship hours by the end of the semester – and that they should double check this. By providing an internship experience that allows students to have the entire semester to accomplish their goals, the internships can improve the intern's work situation and foster an environment that allows them to perform at their best. Managers are reminded to ensure that there is enough work for the intern to perform and to consider keeping a list of back-up projects at the ready.

### *Day to day managements and instruction of interns*

Time spent before the internship experience begins can help improve all the hours that follow but equally important are the first tasks. Managers are told that it is good practice to begin with short, easy to manage and clearly defined tasks if possible, and then to move onto more complex ones involving more independent learning and work on the part of the intern. They are encouraged to treat the virtual intern as they would an actual new employee and try to provide a similar preparatory experience for them. Intern managers are told to remember the new interns may be new to the tasks and the way of working. Clear instructions, a clear timetable and your availability are essential. Managers are informed to make sure they have the time necessary to respond to requests for clarification and guidance and, if necessary, set a time each week for consultation.

### *Feedback*

The learning experience on the internships is enhanced and underpinned by genuine quality feedback. Managers are informed that the intern needs to know how his or her skills are appropriate to the workplace and how his or her working and communication methods are appropriate. Below is a list of 6 'feedback essentials' shared with managers:

1. Show appreciation for the work completed and identify the positives in the work
2. If necessary summarize the aims to remind everyone of the objectives
3. Avoid using the word 'but'. Instead, use 'ways to improve include...'
4. Clearly list the feedback points as discrete with assigned numbers
5. Always relate the comments and the exercises to professional practice / experience / requirements etc.

6. End by summarizing the professional experience obtained through the tasks.

*Communication compatibility*

Managers are also guided to monitor how effectively they are communicating with the intern and what method of communication works best for them – telephone, e-mail, skype etc. they are reminded that they may be working with an intern who has English as a second language and does not have full command of colloquialisms. Managers are thus told to ensure that all communications are clear and easy to understand to minimize the risk of miscommunication.

*Establish cultural understanding*

AMPS internships are international and, as a result, managers may be working with an intern from a different cultural background to themselves. They are encouraged to establish an understanding of how these backgrounds may come in to play in managing interns to avoid any unnecessary negative impressions or miscommunication in the long run. They are advised that it may be useful to share where both the intern and the manager grew up to get a sense of cultural background. They are told that sharing personal information must be done within strict professional limits but can help build rapport, establish trust and facilitate an inclusive leadership style. The author directs managers to Forbes.com on this. Specifically: “[Four Keys to Success with Virtual Teams](#)”

### *Remember course requirements*

For-credit interns are required to spend a minimum amount of hours working and must achieve a set of learning outcomes. If they fall short, they may not pass the class and cannot earn credit. Managers are advised that they must keep this firmly in mind when they devise a project schedule for their interns and ensure that interns are provided with enough appropriate work throughout the semester.

### *Have a contingency plan*

It is inevitable that priorities and responsibilities might sometimes preclude the manager from getting back to the intern right away. A situation may arise where their time to communicate is cut short and the intern is left waiting for a new project. To avoid this, managers are encouraged to prepare a list of minor tasks as a back-up plan to give to the intern just in case. This ensures that the intern can continue working even when the manager finds themselves busy.

### *Liaise with AMPS and the intern's institution*

In rare instances, an intern may not be meeting expectations. In these scenarios, managers are told to speak with the intern first. If you they resolve the issue, they are told not to wait until the end of the term to notify the author (the primary AMPS manager) and the school. In the first instance managers are told to contact the author as she may be able to offer advice based on previous experience. If the situation cannot be resolved managers are advised that will be necessary to contact the intern's institutional supervisor if they are doing the internships for credit.

### *Evaluation*

After the internship, managers will need to complete an evaluation of the intern, the intern's institution and AMPS. This can be a single document but will normally be a number of documents supplied by each of the parties involved. Managers are also told that they should have a de-briefing with AMPS to discuss their own experience and the issues and lessons that have come up for them as a manager and as a collaborator with AMPS.

### *Checklist*

To ensure the management of interns is successful the author has developed a checklist for intern managers based on her own experience managing the interns at AMPS. It is included here:

**Table 4.2 Checklist for intern managers prior to the internship**

<b>Prior to the Internship</b>		
<b>Task</b>	<b>Description</b>	<b>Completed</b>
Plan the internship program and advertise the position	Determine the need. Write the position description.	
Conduct the interview	Interview more than one student. Set clear expectations; determine their access to the technology needed to communicate.	
Hold an orientation	Interns appreciate knowing more about the organization, the department/unit for which they work, and the role they will play.	
Maintain a consistent schedule	Students perform best when they can contribute an average number of hours each week.	

Be available	If possible, communicate at least once with the intern between the interview and their first day of work.	
Provide tutorials when necessary	Imagine how you might train a permanent employee for the work to be completed. Then use a similar approach with the virtual intern.	
Help your intern prepare	Is there something the intern should brush up on to get off to a better start? Let them know.	

**Table 4.3 Checklist for intern managers during the internship**

<b>During the Internship</b>		
<b>Task</b>	<b>Description</b>	<b>Completed</b>
Management and Instruction	Start with easier tasks and lead onto complex ones. Be clear in instructions from the outset.	
Feedback	Remember this is essential and if you are not familiar with providing feedback, follow the AMPS “Feedback essentials”.	
Clear communication	Monitor how effectively you are communicating with the intern and what method of communication works best for them – telephone, e-mail, skype etc.	
Establish cultural understanding	You may need to lead differently if working with an intern from a different country; for example, establishing definite roles and responsibilities (including your own) as opposed to serving as a facilitator.	
Remember course requirements	Students normally need to complete a set number of hours and meet set learning outcomes to pass the course.	
Have a contingency plan	Small tasks or a research project could be decided upon	

	at the start of the term so that students can work on them during slow periods or if you can't meet with them as planned.	
Work with AMPS and the intern's institution	If you are having any problems or have any queries about your internship contact AMPS in the first instance. If it is necessary we can liaise with the intern's institution too.	

**Table 4.4 Checklist for intern managers after the internship**

<b>After the Internship</b>		
<b>Task</b>	<b>Description</b>	<b>Completed</b>
Evaluation	Complete any feedback or evaluation forms provided by the intern or their institution. AMPS is currently developing a standard AMPS feedback form.	
Debriefing	Discuss the internship experience with the management team at AMPS. See it as a learning experience for all involved (including yourself)	

\* This document was based on a template provided by San Jose State University for their Virtual Internships.

## **CHAPTER FIVE. Methodology**

So far this written section of the thesis has focused on the background and day-to-day running of the ITP. Attention has been paid to how interns are inducted, introduced to the workplace issues and concerns that underlie the programme, the types of activities they engage in, and the materials they produce. In addition, detailed explanations have been offered of the principles applied in managing interns (and their supervisors) as well as some detailed examples of the communication between interns and mentors, including feedback.

At this stage, attention will now shift to the collection and analysis of data used to understand the effectiveness of the ITP set up and managed in the first stages of this study. Consequently, what this chapter offers is an outline of the research approach discussing the case study model; a summary of the aims of the research; and a subsequent summary of the type of research questions posed in the instruments.

The research design/method is outlined with an overview of qualitative and quantitative methods. Attention is drawn to the fact that in this study a combination of both is used, even down to the survey level. The role of this in ensuring triangulation of method is then discussed. Subsequently, each individual instrument is listed and described.

Also discussed in this chapter are certain practicalities such as the use of internet administered surveys, the rationale behind their employment and their strengths and possible weaknesses. This leads to a description of participants to give more of the

context. Population risk and consent is subsequently dealt with. This chapter then closes with data analysis and limitations of the research approach.

## **Research approach**

### *Case study*

According to Choemprayong and Wildemuth (2009) the case study is a research approach rather than a specific research design because a variety of designs and methods of data collection and analysis can be used to accomplish the goals of a particular case study. Yin (2003) pointed out that the evidence collected in case studies may be either qualitative or quantitative, or both. In particular, the combination of both types of evidence contributes to the validity of the method.

For this thesis the unit of analysis is the AMPS ITP and the focus on this single instance makes the case study an appropriate approach to employ. Yin (2003) identified five possible reasons for selecting a particular case. These included a definition of the case studied as: “a phenomenon that needs to be documented and analyzed;” and “a revelatory case that illuminates inaccessible knowledge.” AMPS case study meets both these criteria because it is the only training programme of its kind, and as a result its particular features need to be documented and analyzed in order to reveal knowledge that is currently inaccessible to the sector. Gorman, Clayton, Shep and Clayton (2005) identify five types of case study (observational; interview; organizational; historical; multi-site and comparative). Using their definitions, this particular thesis will employ a combination of interview and observational types.

By contrast, a typical weakness associated with the case study approach is it offers little basis for generalizing to a wider population (Anastas 1999; Stake 1995; Yin 2003). During the course of the AMPS ITP, the researcher has mentored over forty interns. However, the data collected for this study was from fewer participants, as not all interns were eligible and some were eligible but did not participate. As a result, twenty interns participated in the entrance interview questionnaire. All twenty were approached for the post-ITP open-ended survey. Fourteen responded. All twenty from instrument i were approached for the post-ITP closed-ended questionnaire – again fourteen responded. Those fourteen were then invited to participate in the post- ITP in-depth interview. Four responded.

### **Aims of the research**

The aims of the overall study are threefold:

1. Develop and manage an ITP specifically focused on mentoring recent graduates and students in the application of their library skills in a non-library work context
2. Use this model to facilitate students and recent graduates in transferring their library skills to a non-library work context
3. Gauge whether participants found the ITP effective in preparing them for finding work – either in a traditional library or outside the traditional library setting.

Despite having three aims, only the third of these is measured using the instruments outlined in this chapter. The first aim refers to the setting up and running of the ITP itself which has been ongoing since 2013 while the second aim is considered in Chapters 3 and 4.

## **Research questions**

To enable the measurement of Aim #3 above the instruments asked questions that can be categorised according to the following themes or overall concerns:

- Amount and type of previous experience in and outside the standard library setting
- Soft and hard skills acquired or improved on during the internship
- Improved employability both in and outside the standard library setting as a result of the ITP.

## **Research design/method**

### *Qualitative / quantitative methods*

According to Yin (2003) a case study is intended to generate rich data concerning a particular case, so typically multiple methods of data collection are used. In this case qualitative and quantitative methods will be incorporated into the research design.

They are:

- I.1. entrance interview questionnaire (quantitative)
- I.2. post-internship open ended survey (qualitative)
- I.3. post-internship questionnaire using a 4-point Likert scale (quantitative)
- I.4. post-internship individual in-depth interview (qualitative).<sup>2</sup>

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<sup>2</sup> Instruments 1-4 will sometimes be referred to in this document as I.1 through I.4.

### *Quantitative research*

This method typically collects data through the employment of standard instruments, such as surveys, and questionnaires. Depending on the survey, these can be administered virtually or in-person. They can be collating new data never before recorded or can be based on the use of pre-existing information (Babbie 2010; Muijs 2010).

The particular characteristics of quantitative research are generally considered to make this type of research an effective tool in gathering large pools of data. One of the techniques used in this study, which draws from typical approaches, is to use an answer format allowing for interviewees to give a grading which covers a wide range of degrees of certainty (Fishman & Galguera, 2003).

### *Qualitative research*

One of the attributes of qualitative data collection is that it typically emphasizes social readings of the studied phenomenon. This has numerous causes, including reliance on individual interpretation of the interviewees and the subsequent interpretation of the data collected by the researchers. Consequently, qualitative methods underline what can be defined as “social experience.” This method is common in the social sciences, including library and information science. Qualitative research thus stresses findings that are not measured solely by numerical means such as quantity, amount, intensity, or frequency (Denzin & Lincoln 2000). In this study the qualitative research is supplemented by a quantitative instrument.

### *Open ended component*

The quantitative post-ITP survey is primarily offering numerical data for subsequent analysis using standard quantitative measures. However, in order to nuance the results with a more detailed understanding of perceptions and other insights (qualitative data), an open-ended question is included at the end of this instrument. This responds to the fact that reliance on quantitative techniques are limited to providing numerical descriptions rather than detailed narrative and provide less elaborate accounts of human perception and less detail regarding behaviour, attitudes, and motivation (Babbie 2010; Singh 2007.)

### *Triangulation*

The results from the different data collection methods used are combined through triangulation, in accordance with the data integration approach developed by Denzin (1978). Here the study will employ *triangulation of method*, mixing qualitative and quantitative research data which, according to Altrichter, Feldman, Posch and Somekh (2008) "gives a more detailed and balanced picture of the situation." The study also uses *triangulation of measure* - taking multiple measures of the same phenomena - a related method identified by Webb, Campbell, Schwartz and Sechrest (1966) as further reducing the probability of error.

## **Instrument**

### *1.1. entrance interview questionnaire*

A closed-ended questionnaire was filled out by the interviewer in response to open ended questions posed in an informal introductory and exploratory conversation held with all prospective interns over the telephone or Skype. A number of these were carried out prior to commencing this study as part of the internship induction process. They were used in this study to help reveal the intern's perceptions on issues related to the internship.

### *1.2. post-internship open-ended survey*

Three months after completing the internship, all interns participating in this scheme were asked to complete an open-ended post-ITP survey. This collected data improved the reliability of the study by giving interns time to digest their experience and begin the job searching process. It also incorporated another data collection method into this study to allow for greater reliability of findings. The questions included cover the intern's application of the internship in a work context and the learning experience itself.

This questionnaire was sent to participants via email in a Word document. No word count limitations were applied.

### *1.3. post-internship questionnaire using a 4-point Likert scale*

Six months after finishing the internship, participants in this programme were asked to complete a brief 10 minute post-ITP questionnaire (using the 4-point Likert scale). This survey was sent to participants via email in Google Form. The Likert scale was selected in order to allow a more nuanced response to the questions, with the participants being offered a range of responses that measure more accurately the participants' feelings to the question. The four point Likert scale, commonly used in research employing questionnaires, was adopted in this study with the scale ranging from "*Strongly Agree*" to "*Strongly Disagree*." In this use of the "forced choice method," the middle option of "Neither agree nor disagree" is not available. This study decided to use the four point Likert scale, as the neutral option can be seen as an easy option to take when a respondent is unsure, and so whether it is a true neutral option is a view that has been questioned (Allen & Seaman 2007).

### *1.4. post-internship in-depth interview*

To complete this study's triangulation of method, and to obtain results from a longer-term analysis of the ITP, a specific post-ITP interview was developed. The objective of this interview was to obtain more in-depth insights into the internship experience and its subsequent utility in the work/job seeking context after the intern had a longer time to reflect on their work experience/job seeking process. It also gives them more time to obtain a job. For this reason, questions were based on the post-ITP questionnaire (I.3.) and occurred no sooner than nine months after the end of the ITP.

The interviews were conducted via Skype (as the interns are geographically disparate). They were conducted with interns nine months to one year after the end of their internship.

### **Internet administered surveys**

The use of several internet administered surveys in this study was inevitable given that the interns being studied participated in a remotely-run ITP. The obvious benefits of using internet administered surveys in this case are that it allows multiple participants located in diverse parts of the world in different time zones to respond to an identical set of questions delivered in an identical format. Another benefit is that this system is time efficient, allowing the researcher to collate data from large numbers of participants in a time efficient manner. In the case of instrument iii, responses were automatically collected in Google Forms. In the case of instruments 1 and 2, the method of data collection consisted of providing questionnaires/surveys via email. Respondents were given a short prescribed time limit to respond, ensuring the survey conditions were similar across participants. By keeping the surveys short, it encouraged people to respond.

Some of the downsides of internet administered surveys include technical problems that may affect the timeliness and on occasion, reliability of the survey. In large part, this was avoided by using a pre-established form coded by Google. In doing this, the technical experience required to programme the survey was not necessary and the results obtained were just as useful and reliable as any specifically programmed survey created by the researcher. Google Forms does allow sufficient customization

in that the researcher is able to completely prescribe the question type, wording and order.

Other inevitable problems that may arise are those that characterize all IT-based activities, including computer crashing, browser freezing, emails sent to the wrong address, etc. In this case, every effort was made to avoid this through the diligence of the researcher and through keeping the survey concise. In addition, an adequate time frame for sending and responding to the survey was given so that in the event of any technical problems the interviewees had sufficient time to resend/upload surveys.

## **Participants**

The case study involved an initial sample of twenty students and recent graduates who completed the ITP with AMPS either during or following graduation from MLS programs in the United States, Canada, the United Kingdom and Australia. The sample had been specifically selected on the basis that the interns had all participated for at least one academic semester (approx. four months) in either of the two versions of the ITP:

- a for-credit internship
- a voluntary (not-for-credit internship).

A request was sent via email to all twenty interns who met the above criteria. Those selected represent all of the interns who agreed to participate. They are all between the ages of 25-45. They have undergraduate degrees and were either doing their MLS

program or had finished within three months of beginning the ITP. Given that all interns were on or had just finished an ALA-accredited Master's program in English speaking countries, they all had a sufficient level of English to successfully function as interns on this scheme.

### **Population risk and consent**

Reasons for the study were explained in an email to each participant prior to them filling out the surveys (instruments 1 and 2). All participants who consented filled out the surveys and granted an interview. There were no risks to the participants in the study. It was made clear prior to the engagement of the participants, that any information gathered would remain confidential and participants were given the choice as to whether they wished their names to be linked to responses. All interns whose names appear in this study have given consent to be identified.

### **Data analysis**

The post-ITP open ended survey and the post-ITP in-depth interview were analysed with qualitative content analysis so as to ground the examination of topics and themes as well as inferences drawn from them, in the data (Zhang & Wildemuth 2009). Zhang and Wildemuth suggest that this method of analysis condenses raw data into categories or themes based on inference and interpretation. In this case, the raw data examined by the researcher was the open-ended statements which were then classified to draw out themes and categories.

The quantitative data (entrance questionnaire and post-ITP closed-ended survey) was analyzed using descriptive statistics. Wildemuth (2009) underlines the importance of summarizing quantitative results through descriptive statistics. Mann (1995) refers to descriptive statistics in terms of the discipline of quantitatively describing the main features of a collection of information. Trochim (2006) argues that they provide simple summaries about the sample and the measures. A descriptive statistical approach is considered fundamental for analysing the closed-ended post-ITP survey used in this study.

### **Limitations**

Using the research approach of a case study, the thesis inevitably has the strengths and weaknesses inherent to that particular approach. One typical strength associated with the case study approach is particularization (Stake 1995), the richness of a phenomenon that can be obtained using this approach. This is pertinent because the intention of the study is to offer the profession a specific example of a successful internship where library students gain skills they need to progress to traditional/non-traditional library jobs. By contrast, a typical weakness associated with the case study approach is its lack of generalizability. However, the intention of this thesis is not to generalize. Other more specific negatives / limitations of this particular study include:

- A small sample due to not all interns meeting the (internship duration) criteria, and not every intern invited to participate actually doing so

- The survey methodology was dependent upon respondent willingness to complete the questionnaire in a timely fashion and honestly
- Not all the instruments used were as rigorous as they could have been because they were not initially devised for thorough analysis. Specifically, the entrance questionnaire was designed prior to the commencement of the thesis and was intended to facilitate the job interview process primarily
- Respondents know the researcher personally so might have been biased towards positive answers. To minimize this, the researcher stressed that they could and should give truthful answers so that it benefits everyone.
- The focus of this case study on the participants' perspectives and experiences of training means the evaluation of the interns by the mentor has not formed part of the study. This important and informative component will form the basis of future specific studies on evaluation.

## **CHAPTER SIX – Results and Discussion**

At the outset of this thesis, the research problem was described as a situation in which the education and training of new librarians is not fully reflecting the changing work context and that there is a lack of understanding about how to more effectively perfect and present the skills of contemporary librarians so as to facilitate their ability to function in this new context. In summarizing the findings of the research conducted around this question, this section of the thesis will employ a simple structure which takes the reader through a consideration of the findings gleaned from each research instrument.

### **Instrument 1. entrance interview questionnaire**

The first meeting between the researcher and the interns was an informal introductory and exploratory conversation. These were held with 20 (n=20) prospective interns over the telephone or skype. In this interview the researcher posed open-ended questions based on sixteen topics with the interviewer taking notes and filling out instrument one. They were used in this study to help reveal the interns' perceptions on issues related to the internship. Below is a summary of the responses.

**Table 6.1: Entrance interview questions and number of responses**

<b>No.</b>	<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>
1	Does the intern intend to use internship for job searching	19	0	1
2	Does the intern expect to acquire new skills	20	0	0
3	Does the intern expect to apply existing library skills	18	2	0
4	Does the intern consider him/herself currently employable	7	11	2
5	Does the intern have 'traditional' library experience through other jobs	4	15	1
6	Has the intern applied his/her library skills in any non- library work context.	8	11	1
7	Does the intern have any other work/voluntary experience.	12	8	0
8	Does the intern have experience of remote study/work	5	15	0
9	Does the intern feel s/he is sufficiently self-disciplined in issues such as time management, meeting deadlines to work remotely	20	0	0
10	Does the intern feel a lack of library-related experience is hindering him/herself finding	16	1	3
11	Does the intern feel a lack of any work experience is hindering him/herself finding	11	5	4
12	Would the intern prefer a traditional library job	12	6	2
13	Would the intern accept a non traditional library job	15	3	2
14	Is s/he only doing the internship because they cannot find traditional work	8	8	4

15	Does the intern feel that the following are relevant roles to a librarian:			
a	social media outreach	19	1	0
b	copyediting	8	12	0
c	current listings collection	12	8	0
d	research support	19	1	0
16	Does the intern feel that the above are skills s/he currently has	4	16	0

### *Summary of instrument 1*

The vast majority of interns stated that they intended to use the internship for job searching ( $p=19$ ). All respondents expected to acquire new skills during the internship ( $n=20$ ) and the majority also expected to apply existing library skills ( $p=18$ ). Just over half the respondents considered themselves to be not employable prior to the ITP ( $p =11$ ) with only nearly one third saying that they consider themselves employable ( $p =7$ ). Most respondents had some form of traditional library experience through other jobs ( $p =15$ ) prior to the ITP. Just over half the respondents had applied their library skills in non-library contexts ( $p =11$ ) and a similar number ( $p =12$ ) had other work/voluntary experience. Most had not had experience of remote study/work ( $p =15$ ). All respondents felt they were self-disciplined in time management, and meeting deadlines to work remotely. Just over three quarters felt a lack of library-related experience was hindering them finding work ( $p =16$ ) and just over half felt a lack of any work experience was hindering them finding work ( $p =11$ ). Although just over half of interns preferred a traditional library job ( $p =12$ ), the majority said they would accept a non- traditional library

job ( $p = 15$ ). The same number of interns agreed they were only doing the internship because they cannot find traditional work as the ones who disagreed ( $p = 8$ ). Most interns felt that social media ( $p = 19$ ), and research support ( $p = 19$ ) were relevant roles for a librarian. Slightly fewer agreed that current listings collection (ie. collecting timely digital materials related to the journal's remit) was relevant to librarianship ( $p = 12$ ), and most felt that copyediting did not fall into the remit of the librarian ( $p = 12$ ). Over three quarters of interns did not feel that they possessed skills to conduct social media outreach, copyediting, current listing collection and research support ( $p = 16$ ).

### *Analysis*

The results from Q1 indicate that 95% of interns expected to use the internship in the job searching process. This is a very interesting result, and validates the arguments laid out by Mattaa (2013) and others (Arenofsky 2012; Bureau of Labor Statistics 2014) that indicate increasingly MLS students are finding it more difficult to gain employment in traditional library settings and are thus looking to widen their job searching. It also reinforces the argument of Del Bosque and Lampert (2009) who suggest that the employment context for MLS graduates in recent years has become increasingly difficult with more students failing to find employment post-MLS program. The results from Q2 show that interns expected to acquire new skills during the internship. This indicates that they considered the skills acquired on their MLS programmes to not correlate with those they will need in a non-traditional library context which in many ways reflects findings in the

literature (Hoffman & Berg 2014; Singh & Mehra 2012).

Interestingly however, 90% of participants also indicated in Q3 that they do expect to apply the skills learned in their MLS programs to the internship. This indicates that they recognized the applicability of the librarian skill set in contexts that sit outside the typical public or academic library setting. In turn this reinforces the results of Del Bosque & Lampert (2009); Fraser-Arnott (2013) and Singh & Mehra (2012) who state that library skills are applicable in these contexts.

Q4 suggests that only 35% of participants felt that they were leaving library school as “employable” professionals. This response should be nuanced by identifying that 10% of participants answered “not applicable” (because they are already in work). It should also be noted that approximately 60% of participants were still engaged in their MLS program and thus did not yet consider themselves fully trained. Q5 indicates that 75% of participants did not have traditional library experience underlining the lack of traditional job opportunities currently available to graduates (Bureau of Labor Statistics 2014; Del Bosque & Lampert 2009; Maatta, 2013). Q6 indicates that 45% of participants already felt they have applied library skills in non-library contexts - again showing that transferability is something interns are aware of. Although 60% of interns identified they had previous voluntary and other work experience (Q7), only 25% of these indicated that this work (and/or study) had been conducted in a remote context (Q8).

Interestingly, despite the low numbers of participants with remote work experience, Q9 indicated that 100% of participants felt they had the relevant soft

skills (motivation and self-discipline) to work remotely. Only 5% of interns felt their lack of library experience was not hindering them find work and 15% said it didn't apply (these people were already working (Q10). Of interest, 60% of interns reported that they would prefer a traditional library job (Q12), but 75% said they would accept a non-traditional library job if offered (Q13). This indicates the persistence of traditional preferences for work but a realization that these preferences may not be met.

When questioned on specific tasks and their relevance to the role of the librarian, some fascinating results emerged. 95% of people identified social media outreach as a component part of the librarian's role. This was equal to the more traditional role of research support (95%) indicating a change in mindset of this generation of MLS graduates who identify non-traditional ways of communicating with stakeholders.

### **Instrument 2. post-internship open ended survey**

Three months after completing the internship, 20 interns participating in the ITP were asked to complete an open-ended post-ITP survey and fourteen responded. This collected data improved the reliability of the study by giving interns time to digest their experience and begin the job searching process. It also incorporated another data collection method into this study to allow for greater reliability of findings. The questions included cover the intern's application of the internship in a work context and the learning experience itself.

This questionnaire was sent to participants via email in a Word document. A suggested word count of 500 was proposed (with an option to include an additional unlimited response if the participant felt it was needed). The aim was to try to ensure similitude between responses. The questions posed were the following:

1. Did the AMPS internship help you get a job? If so, then in what way (describe relevant skills and experiences)?
2. If not, was it still a useful experience? What other types of jobs do you think it may help you get?
3. Did any of the activities you performed with AMPS help you in your current job? If so, which ones and in which ways?
4. If you're still looking for work, do you feel you are more employable as a result? If so why, and in which ways?
5. Please indicate the types of jobs you are interested in obtaining and, if you currently have a job, what your title is.

Fourteen interns responded to the email. Excerpts from seven interns who allowed the use of their names are discussed below. These responses were selected from the total because they highlight themes common to all responses. Among the interns cited here are Ashley Kelleher, working toward a dual MLS and a Master of Science (MS) in the History of Art degree at Pratt Institute; Thuy Bui, a Qualified Accountant in Australia transitioning to a career in information management; Emily Agunod with a background in architecture and an interest in journalism; Eric An with a Bachelor of Art (BA) in Classical Studies; and Amber Watson, BA in English and Bachelor of Science (BS) in Chemistry. All were obtaining an MLS at

the time of the internship and brought a different set of skills and knowledge to bear.

Ashley Kelleher was engaged in sourcing material for the host research project mentioned previously: “Architecture as Political Image”. Her comments have been developed here from her end-of-internship report:

As an intern, my primary responsibilities were to conduct remote research in architectural and political history to support the editorial activities of the journal and research group. I was assigned three research questions over the semester to do with Oliver Cromwell and the Interregnum in England from 1640-80... Under the supervision of my mentor I became more fluent in working remotely with electronic research subject indexes for architectural history, research guides, and other subject resources that I had not previously used.

... I communicated with my supervisor on an average of one to two exchanges every three weeks throughout the semester, similarly to the frequency of a thesis supervisor. Rachel gave exceptional feedback on the work I was able to provide for her revision. Her feedback helped me to clarify the findings in my research toward the purposes of eased digestion by another person, to-the point writing style, and concise delivery – all essential communication tactics for anyone serving academia... However, I also at times noted a sense of disconnect, believing that if I had known how the research I was doing was contributing to the project, in any way, I would have perhaps experienced greater sense of purpose as a part of the team.

... I would greatly look forward to the expansion and structuring of the AMPS/Architecture\_MPS’ internship program – as a “startup” of sorts for eScholarship, the work of the journal/research group is well in-trend within its own (inter)disciplines. However, within the field of Art History, the interdisciplinary as well as the “digital” aspects of the organization’s work, remain incredibly progressive. Continuing to work with AMPS/Architecture\_MPS through the expansion of the internship program would be of great curricular benefit to the Art History Department at Pratt Institute, for the potential to balance traditional art historical course offerings with internships in progressive models of interdisciplinary, internationalized scholarly publication.

Ashley Kelleher's comments are broad in scope, and they deal with several aspects that are relevant to other interns. They highlight the usefulness of subject knowledge, and they give a sense of the communication problems identified by Westbrook (2012) that need to be dealt with in any remote working relationship.

Some of these issues are also brought up by Eden Parks:

My experience with AMPS/Architecture\_MPS has tremendously contributed to my professional path. Currently, I am employed with Towson University (TU) at their Northeastern Maryland location as Library Associate... At TU in Northeastern Maryland, the library is virtual. In my position, I am available to help students conduct research using electronic resources.

During the internship with AMPS/Architecture\_MPS, I was able to learn and refine skills that are vital in my post-graduate career. The knowledge I gained about globalization, accessing information, and collaborating to build resources is a key part of my current position. Similar to my experience with AMPS, I now work remotely, with supervision that is not immediately present. During my internship I sharpened my time management skills, ability to innovate, and my independent thinking. My time with AMPS prepared me to work comfortably in this environment.

Eden Parks' comments highlighted the virtual workplace experience and the everyday work skills and habits it requires and sharpens, such as time management and self-motivation as discussed by theorists such as DeShields *et al* (2005) and Fernandez and Moldogaziev (2015). This was a recurrent theme from the interns.

The next comments from Brenna Painter who highlighted some of the more specific benefits of operating on social media platforms such as Facebook and

Twitter:

While I cannot state unequivocally that my internship with AMPS/Architecture\_MPS (AMPS) specifically led to my employment at a library, I certainly feel that it imparted a great many skills that made me more employable. As far as the duties I performed for

AMPS/Architecture\_MPS, of great use were the editing, social media/communications duties, research, and writing. I list these on my resume not so much in terms of former 'employment' but under a section about relevant skills and experience... There were several jobs I have applied for that specifically wanted skills or experience in the area of communications and social media – this makes sense as it is a growing area of interest and usefulness. My experience managing and running the Twitter account and Facebook account for AMPS/Architecture\_MPS allowed me to list communications and social media management as an area of skill if not a strength.

... In the market in which I work – Pittsburgh – there is an overabundance of MLS candidates and job seekers. This makes for a competitive environment and therefore any edge or unique qualities one can have are more than beneficial. Certainly, having interned with an online publication and one that was outside of my initial education experience allows me to stand out among my peers... Not only can I cite experience derived from running social media accounts but I also have strength in research garnered from my internship. Just the general experience of having deadlines and timelines within which I had to work gives me a better sense of time management and multi-tasking which I have found suit me well in my current job in the Pittsburgh Cultural Trust and the Pittsburgh Symphony Orchestra.

The specific benefits highlighted here from gaining experience of applying research, analysis and communication skills through social media platforms are repeated by Amber Watson:

As an Information Science Specialist, I provide support services to the U.S. Department of Energy (DOE) with the Office of Science and Technical Information (OSTI) in the areas of acquisition, processing, management, and dissemination of scientific and technical information... Not only was my time with AMPS/Architecture\_MPS a dynamic talking point in the interview, but I was also able to speak to specific experiences with the OSTI social media team. My knowledge of various social media management platforms and other related works gave me pointed knowledge that helped me assist my co-workers in a meaningful way.

Furthermore, my work gathering, preparing, and disseminating content was a helped me accomplish the duties required as an Information Science Specialist. Working with government research documents and preparing them for dissemination is easier because of the time I spent reading and

synthesizing scholarly content for simpler ingest.

Amber also highlighted how research tasks have helped her develop the skills of “synthesizing materials” for quick consumption by a readership in need of information rapidly. This ability to condense information and present it clearly was fundamental to the tasks and training given to Thuy Bui.

I find my experience as an intern with AMPS/Architecture\_MPS extremely useful, especially as I am looking to make a career transition from the finance field to the library and information field. Although I am a fully qualified accountant and still working full time in this field, I am also completing my masters in Library and Information Management. Working with AMPS/Architecture\_MPS has given me an insight into the kinds of work information professionals do beyond the perceived traditional librarianship roles. One of the projects at AMPS/Architecture\_MPS I assisted with was to look into potential partners for the journal’s various activities. It required focused communication and summaries of the data sourced and this complemented very well with my studies as the subject I was undertaking at the time was Research Methods.

... Although I am still uncertain about exactly what work I would like to do as an information professional, being involved has given me ideas and food for thought on what I can do and the resources I could make use of to explore this new career path and help me make a decision.

In these comments Thuy indicated a benefit of any internship scheme – the glimpse it offers of the workplace the student may enter into. In her case, this benefit had not yet led directly to a job or the application of her developed skills in the work context. In the case of Emily Agunod, however, it had:

One of the biggest challenges of the internship was managing my time and working off-site but I enjoyed proofing articles written by authors from all over the world and seeing different cultural perspectives. During my virtual internship, I learned to write Chicago style citations and it was one of the skills that actually helped me get a job as a part-time bibliographic editor for

Dr. Sandra Hirsh, my school director at San Jose State University (SJSU) iSchool. She is the editor of a new textbook, “Information Services Today: An Introduction”, and I worked on the project, checking the accuracy of references and editing copy. It was recently released by Rowman and Littlefield in March 2015.

Every job is a learning experience and my internship at Architecture MPS honed my research and editing skills. It has helped direct my career pathway and in the future... Since librarianship in the 21st Century is evolving, my experience at Architecture MPS has reinforced my abilities to work in a digital environment... Currently, I am taking a Data Science Specialization course at Johns Hopkins University Bloomberg School of Public Health. Libraries are becoming the custodians of data and I’m interested in research data management. I would eventually like to take advantage of our networked world as a researcher and I would also like to work in distance education.

Emily focused on two important aspects of this particular internship: its virtual nature and the editing tasks she performed. Although the first aspect is increasingly a part of newer library services, the latter potentially opens a door to new fields, but one that requires the detailed attention and understanding of scholarly convention developed in MLS programs. In contrast, Eric An identified some of the more generic benefits of internship programs for students, albeit ones that were highlighted by the virtual nature of the *AMPS/Architecture\_MPS* case:

While I still haven't found a job in my field, it was still a very useful experience. It helped me to gain confidence and self-esteem, and also to develop my skills and efficiency... the experience broadened the scope of my job search. Now I can confidently state that I have good experience and skills in online research, and am also qualified for copyediting and other journal related tasks.

I would say the experience helped me to become more employable in research and journalism areas due to the nature of the tasks I've done. Working with Architecture MPS assured me that my skills and education could be utilized in non-traditional library jobs. I am willing to try different tasks for Architecture MPS to develop other skills. The long distance nature of the communication made me comfortable with written communication

and boosted my self-discipline since I had to set up my own schedule. This helped me to discover that I was a highly independent worker.

### *Summary of instrument 2*

A content analysis - along the lines outlined by Zhang and Wildemuth (2009) - of results of this survey indicated that several themes emerged with different levels of frequency. In order of the most repeated, these include:

1. The development of new skills / honing existing ones
2. The development of skills and/or a profile/experience that had a **direct** benefit on the intern obtaining employment and fulfilling job requirements once employed
3. The development of skills and/or a profile/experience that had an **indirect** benefit in the intern obtaining employment and fulfilling job requirements once employed
4. The development of a whole range of soft skills, including time management, self-motivation, self-confidence, willingness to work proactively
5. An expanded awareness of the range of skills interns have/can develop for new work contexts based on existing librarian skill sets.

### *Analysis of the individual themes from instrument 2:*

1. The development of new skills

Repeatedly, interns identified the importance of developing a new hard skill set.

Seven of the interns directly referenced the importance of their improved

knowledge and use of social media as an outreach tool used in their respective new professional contexts. In two cases, these are in traditional library contexts and in five it is in either remote library/research contexts or non-traditional workplaces such as Marketing Associate, Education Research Assistant, and Senior Content Manager. Other hard skills respondents identified as either being gained or significantly improved on during the internship were sourcing information, research skills, copyediting, and clear communication of findings. Example responses include:

“During the internship with Architecture\_MPS, I was able to learn and refine skills that are vital in my post-graduate career. The knowledge I gained about globalization, accessing information, and collaborating to build resources is a key part of my current position.”

“Now I can confidently state that I have good experience and skills in online research, and am also qualified for copyediting and other journal related tasks.”

“The internship allowed me to develop and display written communication skills, through research summaries, annotated bibliographies and copyediting tasks.”

2. The development of skills and/or a profile /experience that had a direct benefit in obtaining employment and fulfilling job requirements once employed

Six interns identified that they had developed skills that were directly used in obtaining a job or had been used since starting one. In three cases interns described discussing the skill sets developed with AMPS at interview. Three identified a theme common in the literature (Abadal *et al* 2012; Arenofsky 2012) about a tough and competitive the job market. Of these, four people expressly

identified that they are using skills they developed in their new work context. These skills included use of social media and information gathering. In one case this referred to a virtual library context in which multiple skills had been transposed including research and reference support. In addition to hard skills, various soft skills were identified as being applied directly in the work context by these participants, again reflecting the literature (Laker & Powell 2011; Chillias *et al* 2015). Principally, these soft skills included time management and self-motivation, the second of these being an important issue covered in the literature (DeShields *et al* 2005; Khoo *et al* 2012; Sachau 2007). Below are some quotations that give an indication of this:

“I found that the AMPS internship was definitely helpful in gaining employment in an academic library environment.”

“I certainly feel that it imparted a great many skills that made me more employable.”

“It was a useful experience, and helped me apply for and secure jobs that entail a heavy focus on analytics and information gathering regarding industry trends.”

“...The internship gave me a pool of experience to draw on when writing selection criteria and in interviews, and I feel like it did give me an advantage compared to other new graduates competing for the same positions.”

3. The development of skills and/or a profile /experience that had an indirect benefit in obtaining employment and fulfilling job requirements once employed

At least one intern used the term “CV building” to describe how they used the internship in the job searching process. One other intern expressly identified that the skills and experience she developed have helped in her transition from one

discipline area to another. Three again made reference to a competitive work context, one of whom described “getting an edge” over other job seekers. Four interns identified that they now list skills on their CV and cover letter which they did not have before the internship. Most indicated that they felt this improved their chances even when they did not have concrete proof that the employment decision was taken on the basis of experience and skills developed with AMPS. Examples of quotations include:

“As far as the duties I performed for *Architecture\_MPS*, of great use were the editing, social media/communications duties, research, and writing. I list these on my resume ...under a section about relevant skills and experience... There were several jobs I have applied for that specifically wanted skills or experience in the area of communications and social media – this makes sense as it is a growing area of interest and usefulness.”

“My experience conducting and putting together research regarding audience needs and trends...was a great addition to my resume to show professional development...”

“I think the experience with AMPS helped during the interview process. My copyediting and writing experience was appreciated during the interview process.”

“Any edge or unique qualities one can have are more than beneficial. Certainly, having interned with an online publication and one that was outside of my initial education experience allows me to stand out among my peers...”

4. A whole range of soft skills, including time management, self-motivation, self- confidence, willingness to work proactively

Almost all the interns who responded identified skills and experiences gained that can be described soft skills. In some cases these were identified explicitly as newly developed skills and in other cases, they were recognized in a more implicit manner. For example, three people directly discussed the building of self-

confidence. Three people also discussed time management as a skill that they were obliged to develop given the remote workplace obliged them to set their own schedule in order to meet specific deadlines. Three interns also identified improved communication skills given the characteristics of the remote workplace, again responding to researchers such as Westbrook (2012). Some expressed that since interaction/feedback can take time when delivered through email, they improved their ability to express ideas concisely. Examples include:

“During my internship I sharpened my time management skills, ability to innovate, and my independent thinking.”

“It helped me to gain confidence and self-esteem, and also to develop my skills and efficiency... ..the experience broadened the scope of my job search.”

5. An expanded awareness of the range of skills they have/can develop for new work contexts based on existing librarian skill sets.

Four interns made express reference to feeling better qualified to use and discuss the use of their librarian skills with employers outside the traditional library context. This was linked to increased self-confidence and the development and application of new skill sets. Two interns identified an expanded knowledge of the type of work opportunities open to them, precisely based on this expanded understanding of the transferability of their skill sets as per Sutherland (2011) and Arenofsky (2012).

Examples include:

“Working with Architecture MPS assured me that my skills and education could be utilized in non-traditional library jobs.”

“It has helped direct my career pathway and in the future... Since librarianship in the 21st Century is evolving, my experience at Architecture MPS has reinforced my abilities to work in a digital environment...”

“It required focused communication and summaries of the data sourced and this complemented very well with my studies as the subject I was undertaking at the time was Research Methods.”

“It has given me an insight into the kinds of work information professionals do beyond the perceived traditional librarianship roles.”

“I think one of the biggest helps that the internship has given me is in terms of confidence to work across disciplines. The internship has helped me develop translatable research skills that will work across different disciplines.”

### **Instrument 3: post-internship questionnaire using a 4-point Likert scale**

Six months after finishing the ITP, 20 internship participants were asked to complete a brief ten minute post-ITP questionnaire (using the 4-point Likert scale). Of these there were 14 respondents. This survey was sent to participants via email in Google Form. The Likert scale was selected in order to allow a more nuanced response to the questions with the participants being offered a range of responses that measure more accurately the participants’ feelings to the question. The four point Likert scale, commonly used in research employing questionnaires, was adopted in this study with the scale ranging from “*Strongly Agree*” to “*Strongly Disagree*.” The questions were formulated as follows:

To what extent do you agree or disagree with the following statements:

1. The internship at AMPS/Architecture\_MPS helped me find work
2. The internship at AMPS/Architecture\_MPS was a useful experience

3. The skills I acquired and improved during the internship have helped in the workplace
4. The internship has made me more employable
5. I learnt new practical skills from the internship
6. I learnt ‘soft’ skills such as time-management
7. I learnt lessons about librarian skills that were not discussed in my MLS programme.

### *Results*

**Table 6.2: Interns’ responses to instrument 3, statement 1:** “The internship at AMPS/Architecture\_MPS helped me find work.”

Strongly Agree	<i>p</i> =3	21.4%
Agree	<i>p</i> =6	42.9%
Disagree	<i>p</i> =5	35.7%
Strongly Disagree	<i>p</i> =0	0%

**Table 6.3 Interns’ responses to instrument 3, statement 2:** “The internship at AMPS/Architecture\_MPS was a useful experience.”

Strongly Agree	<i>p</i> =10	71/4%
Agree	<i>p</i> =4	28.6%
Disagree	<i>p</i> =0	0%
Strongly Disagree	<i>p</i> =0	0%

**Table 6.4 Interns’ responses to instrument 3, statement 3:** “The skills I acquired and improved during the internship have helped in the workplace.”

Strongly Agree	$p=6$	42.9%
Agree	$p=8$	57.1%
Disagree	$p=0$	0%
Strongly Disagree	$p=0$	0%

**Table 6.5 Interns’ responses to instrument 3, statement 4:** “The internship has made me more employable.”

Strongly Agree	$p=5$	35.7%
Agree	$p=7$	50%
Disagree	$p=2$	14.3%
Strongly Disagree	$p=0$	0%

**Table 6.6 Interns’ responses to instrument 3, statement 5:** “I learnt new practical skills from the internship.”

Strongly Agree	$p=7$	50%
Agree	$p=7$	50%
Disagree	$p=0$	0%
Strongly Disagree	$p=0$	0%

**Table 6.7 Interns’ responses to instrument 3, statement 6:** “I learnt ‘soft’ skills such as time-management.”

Strongly Agree	$p=6$	42.9%
Agree	$p=6$	42.9%
Disagree	$p=2$	14.3%

Strongly Disagree	p=0	0%
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**Table 6.8 Interns’ responses to instrument 3, statement 7: “I learnt lessons about librarian skills that were not discussed in my MLS programme.”**

Strongly Agree	p=6	42.9%
Agree	p=5	35.7%
Disagree	p=3	21.4%
Strongly Disagree	p=0	0%

*Sample from responses to the open ended question*

Please write down any comments or other feedback.

“I believe the internship was a key factor in getting my first library-related job; it was something that made me stand out from other graduates, looking to break into the market.”

“My internship mostly involved editorial duties, and while I enjoyed the work and experience, I do not necessarily feel that the work would help to further my career in information science. I would have liked to become involved in other activities, but I don't believe other opportunities were available.”

“This internship was a great opportunity that really helped me obtain my current position! The internship at AMPS/Architecture\_MPS was uniquely different and I feel vital to help me figure out the potential in my career.”

*Analysis of instrument 3*

Of the 20 interns this survey was sent to, 14 responded. In summarizing the results of this survey, the typical grouping of “strongly agree” with “agree” and “disagree” with “strongly disagree” has been applied. The results have been rounded.

In general, the results of this survey conducted six months after the intern had completed the ITP, reinforced the findings collected from instruments 1 and 2 (ie. the perceptions of the items upon commencing the internship and the second survey three months upon completing the ITP).

In outline, 64% of respondents agree that the internship was useful in them getting a job (Q1) reflecting, Hoffmann and Berg (2014); and Werner and Kenefick (2013). However 100% identified that the internship was useful in them developing skills (Q2). Similarly 100% agreed that the internship helped them develop skills that they subsequently used in the workplace (Q3). The discrepancy between this first set of results may be due to the fact that after only three months from completion of the internship a relatively high number of interns would still be in the job seeking process. Also interesting from this discrepancy is that although 100% of participants in work identify that the internship has been useful, a much lower figure identify it helped them get work.<sup>3</sup> This may indicate that potential employers do not see the benefit of a non-traditional remote work placement even if the interns can clearly themselves identify it, an issue discussed by Sutherland (2011) in a more specific context.

Eighty six percent of interns surveyed after six months stated that they felt the internship had made them more employable (Q4). One hundred percent identified that they had developed new hard skills (Q5). Again there was a

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<sup>3</sup> Data was not available to illustrate how many of the interns who indicated that the internship did not help them get a job were either unemployed at the time or considered that the internship was not a significant component of them finding employment.

discrepancy between the actual skills obtained and a recognition that those skills were useful in the employment context. Further studies are required to fully explore this, but potential explanations include: a lack of employer appreciation for the usefulness of skills obtained in contexts external to their own; and a lack of credibility being given to the *AMPS/Architecture\_MPS* organization itself on the part of traditional employers.

Further to this, 86% of participants identified that they learned new soft skills on the internship such as time management, self-discipline, and self-motivation amongst others (Q6). Seventy nine percent of interns identified that they learned lessons not covered in their MLS programme (Q7). This percentage correlates well with the numbers of participants who felt that they were more employable; this indicates that there were skills being developed on the internship that were useful in the work context which were not covered by standard MLS curricula or were not being delivered in a way that reflected the workplace (Dotson & Dotson-Blake 2015; Lloyd 2011).

#### **Instrument 4. post-internship individual in-depth interview (qualitative)**

To complete this study's triangulation of method, and to obtain results from a longer- term analysis of the ITP, a specific post-ITP interview was developed. The objective of this interview was to obtain more in-depth insights into the internship experience and its subsequent utility in the work/job seeking context after the intern had had a longer time to reflect on their work experience/job seeking process. All those who completed instrument 3 (n= 14) were invited via email to engage in this

final post-internship in- depth interview. Four interns responded and conducted the interview with the researcher. Interview questions were based off the post-ITP questionnaire (I.3.) and was designed to elicit more in-depth insights than this quantitative tool. The interview occurred no sooner than nine months after the end of the ITP and not more than one year after. This enabled more time for interns to obtain employment.

Two sets of questions were used in instrument 4. The questions were designed to accommodate two main scenarios. One in which interns were still in the job seeking process and had thus far been unsuccessful; and the second in which the interns were now employed and had successfully completed the job seeking process. They are:

### **Questions for interns currently seeking work**

#### **1. Please describe your job seeking process?**

Example follow on questions:

2. Do you think the ITP is helping you find work? How?
3. Can you give me a specific example and say why you think it is helping?
4. Is the ITP coming up at interview and if so, can you summarize the discussion?
5. Do you highlight the internship in your CV and cover letter? If so, why?
6. Is there an experience from the internship you chose to highlight and why?
7. Does that experience correlate to what your prospective employers are interested in? In what ways?

### **Questions for former interns now in a job**

#### **1. Please describe your job seeking process?**

Example follow on questions:

2. Did the ITP help you find work? How?
3. Can you give me a specific example and say why you think it helped?
4. Did the ITP come up at interview and if so, can you summarize the discussion?
5. Did you highlight the internship in your CV and cover letter? If so, why?
6. Was there an experience from the internship you chose to highlight and why?
7. Did that experience correlate to what your prospective employers were interested in? In what ways?

Example follow on questions:

8. Is the ITP a useful experience for your subsequent work?
9. Do you used experience/skills from the internship in the work context?
10. Can you give us some examples and explain the context you did this?
11. Do you think the majority of skills applied from the ITP have been technical (a particular use of a database, for example) or have they been intangible (ie. The ability to manage your time, explain ideas clearly, etc.)?
12. Have you applied lessons from the ITP scheme that were not discussed/taught in your MLS program? Please give examples.

For the second theme, “the development of skills and/or a profile/experience that had a direct benefit in obtaining employment and fulfilling job requirements once employed”, questions 5 and 6 were asked of everyone except one; questions 3 and 4 were not asked in most cases since they were designed to elicit additional information which often came out in responses to questions 1 and 2; questions 1 and 2 were asked of nearly everyone. In this semi-structured type of interview, the order and wording of the questions was left to the researcher's discretion and additional questions were asked if deemed appropriate (Corbetta 2003). It should be noted that two of the interviewees were in long-term jobs that they had upon commencing the ITP. These interns were seeking additional employment and thus cross over both categories in that they were both job seekers as well as being employed.

#### *Analysis of instrument 4*

A content analysis of the interns' responses from the in-depth interview indicated that a total of nine themes emerged with different levels of frequency. These are:

1. The development of new skills / honing existing ones
2. The development of skills and/or a profile/experience that had a direct benefit in obtaining employment and fulfilling job requirements once employed
3. The development of skills and/or a profile/experience that had an indirect benefit in obtaining employment
4. a whole range of soft skills, including time management, self-motivation, self-confidence, willingness to work proactively
5. An expanded awareness of the range of skills they have/ can develop for new work contexts based on existing librarian skill sets
6. The experience was of direct interest to employers at interview and was discussed
7. The skills learned during the AMPS internship are being applied in the job context subsequently
8. The workplace interns operate in or are seeking to operate in are non-traditional, either being remote/virtual or in non-library settings (ie. a corporate office)

9. The skills learned during the internship and applied in the workplace were not taught on MLS programmes.

As is to be expected, many of the themes that came up in the earlier instruments (I.1-I.3) are repeated in this final instrument. However, there were a number of new themes that emerged with particular importance for the training of librarians. The first five of these nine themes outlined above repeat issues that emerged from earlier instruments. Themes six and seven were new themes that emerged directly from the first five. Themes eight and nine emerge here with instrument 4 for the first time.

With reference to the first of these themes most interns identified the importance of developing new skill sets. Three out of four interviewees discussed this. Interns referred in this regard to developing search skills, with particular focus on improved online search skills, an independent attitude to working, citation, and reference skills. Example responses include:

“I did think it did. It was great. During the interview process when asked about work methods, I could use the experience and independence – given tasks needed to accomplish and from there I had to work on my own and do it vs. someone checking in on me.” EP

“I do quite a bit of online research for my work and a ton of editing and writing so I think it did help in my job now. Those are my skills anyway (finding info and writing/editing), ensuring accurate sources, references and citations I think it did. It helped to hone my existing skills.” MA

“...certainly technical (editing, references, making sure MLA format was appropriate). Certainly intangible – meeting deadlines, information requests that come in and meet the timing of that request.” MA

In addressing the second theme, two of the interns identified that they had developed skills that were directly beneficial in finding employment. One of the interns referred to gaining his first real experience in reference and embedded librarianship. Another directly referenced her first experience of remote working. Both discussed the research skills that they developed. Below is a quotation that gives an indication of this:

[in response to the Theme 1, question 7] “Yes especially in my current role. A lot of jobs interviewed for/and the one I ended up taking wanted you to be independent for projects. A lot of them were more research based and project intensive. They seemed to want someone who could do that. So that was something that definitely helped in the interview process. I do so much of that in my current position.” EP

In turning to theme three, what is of relevance is that two of the interns expressly identified that they had developed indirect skills they thought were relevant in finding employment. Of particular importance was the confidence this gave them to construct a CV they felt more fully supported their chances of obtaining employment. Examples of quotations include:

“I did [reference the experience on the CV and in cover letters]...several cover letters for positions and it's definitely on the cv. I value that experience and do list it.” EP

“Yes. It was the last internship I had. It’s something that carries in my cv and is highlighted in my resume.” SM

“Since I did the internship I left the agency I was at and work as Records Manager at an agency within the government. They did a thorough interview and asked about the internship. It was part of my story that I told them about what I had been doing – going back to school, working full time while doing my degree. It probably helped them to identify me as a hard worker and willing to go the extra mile for my career and for building a knowledge base so I do think it was a very positive thing.” CH

Theme four was evidenced in comments by three of the interns who expressly referenced the importance of soft skills in their job searching. Issues raised ranged from the ability to work independently and a better understanding of alternative ways of developing and maintaining professional relationships, to increased self-confidence.

Examples of quotations taken from the interview included:

“...it helped me learn to think outside the box when looking for information; collaborating with others...not such linear way about how to build professional relationships.” MA

“That’s the biggest lesson – be open to anything and everything. Say yes a lot! Because in saying yes you might pick up something you didn’t know or weren’t really exposed to. A lot of people say no a lot because they’re afraid and anxious. That’s something I really picked up with AMPS!” SM

“I can say with great assurance that it Gave me a sense of confidence because I was uncertain.” CH

Theme five is indicated in comments by three out of four interns surveyed who identified the importance of their expanded awareness in helping them apply for jobs by, for example, being able to recognize potential jobs outside the traditional library sector to which their librarian skill set was relevant. Examples of this include:

“Until I did the internship I didn’t really consider everything else that librarians could do or that you could do in the field to apply the degree to things that weren’t just reference based or technical services - something like that. I hadn’t really thought about that too much but it made me realize how much more there really was.” EP

“It helped realize how much potential there is in the profession and has helped me reevaluate who I am as an information professional.” SM

“Working for AMPS has opened me up to the possibilities of other missions

libraries could do that we're not doing either in academia or in public sphere." SM

Related to their ability to "see a bigger picture" for their job prospects was the sixth theme, their ability to highlight experiences in interviews that were directly relevant to employers. One of the new issues to emerge was that the internship was of direct importance to employers: three out of four interviewees all identified that their employers took great interest in the experiences and skills of the internship. The only interviewee who did not expressly discuss this was somebody already employed. An example of the feedback showing this was:

"I was asked a lot because I listed the experience on the resume. People asked 'Can you tell us what you did?' They were very curious about it and how the internship went especially for a recent grad looking for jobs. My most recent experience in the field and the internship was one thing I could mention and talk about. People were curious about it and how it was configured." EP

"[It] came up in a few discussions – what do they do, who are they, what did you do and I explained all of this...explaining what I did which was to add support that librarians would do for their client." SM

"Through talking to a former intern, she introduced me to web scraping to automate stuff. A lot of people were very interested because they didn't know about that - they would do it by hand instead of find a tool for it. How to use new tools came up a lot in the conversation in interviews." SM

An additional new theme was number seven which involved the demonstration that the skills developed on the internship were being applied by interns in their current employment. Three out of four participants expressly identified this.

Examples include:

“I do think the skills it gave me really helped me especially with what I’m doing now and I know you can never tell the future professionally but it is helping me tremendously in the role I have now. I really enjoyed my time interning.” EP

“What did help was refining my search skills. Some things I did were to look up sources used and track them down and obtain correct citation information – so in terms of searching and tracking information, that’s something I always want to improve doing and like to do. Helping to put together the resource guide – I can see myself doing something similar in an organization for a specific purpose.” MA

“My business now is a mix of traditional/ nontraditional. I would like it to be more non traditional – right now it is traditional and hopefully in the future I can offload that onto someone else and I can focus on the non traditional. Focus on the relationship. My ideal work scenario would be more of an embedded relationship. I really like that embedded relationship because I got to learn a lot about the business/academic unit. I learned a lot about that with AMPS - there I could tailor more and more of my search methodology towards that.” SM

“[I was] learning new things in classes but having trouble applying them in real life. And when I started working for you I was still questioning - ‘I don’t know if I know how to do that’- and it turned out that I did know how to do that I just needed you to say this is how you do it. It was an affirmation.” CH

Theme eight was another significant issue to emerge revealing that interns had found work in what would be considered non-traditional, either because their new workplace was “remote” or because they were applying their skill sets to non-library contexts. This also applied to interns still seeking work who had identified work opportunities and preferences outside the “traditional context.” Examples of comments in this regard include:

“The job I have now is a little unusual. I work for Towson University at its northeastern location- not a satellite campus but it almost is. An unusual environment with representatives from different departments. I am the only rep. for the library department. I always have to communicate remotely with staff and supervisors.....[it] was really important for me to have that experience [with AMPS] because I don’t know how I would have adapted if

I hadn't have had that previous experience so it has definitely helped me do that. We have to be a jack of all trades and wear many hats. It's a great experience where I work now and the internship has helped me on things that are unexpected." EP

"For me, the internship was a great opportunity because I needed more of that virtual – I think a lot of students do instead of have to be somewhere physically you have the flexibility to gain experience virtually. A lot of information roles and professionals aren't always going to be able to do work in a physical building or setting; I think it's a great opportunity to be able to provide these types of services from a remote environment." MA

"I made a job. I was always doing a bit of consulting work with different freelance earlier on – I talked to a previous instructor from my undergrad in arts school and he looked at my resume including *AMPS/Architecture\_MPS* and said 'you do a lot of different things.' He was in academia, left to start his own business and said 'you already have the nucleus to start your own business; what are you doing with all this experience working for a journal, having worked in corporate librarianship; a lot of photographers need that kind of help. Why don't you offer that service to photographers' and that's what I'm doing." SM

"You would send something, 'do you have any questions,' I would send something back, you would send something, we might have a phone call and then I'd get to work. Then two weeks later there's a product, you send me your comments on it and I would adjust it for the next project. That's something that's completely different than what you'd find in a traditional library. Because once you give the information to somebody very seldom do you hear anything about it. When they're gone they're gone for good. But this won't be in the future – you're going to get feedback. It's the idea of having this relationship especially now in a lot of libraries, this idea of an embedded librarian. Which I was doing for this artist – I was an embedded librarian and this is similar to what I was doing for *AMPS* - essentially an embedded librarian." SM

"I personally think this is a glimpse into a possible future. This is not the future because there will be many futures but it's a glimpse into a possible future and we need to be prepared for it." SM

The final and potentially most important theme to emerge from instrument 4 is the fact that every intern underlined that they had learned and were actually employing

a skill set developed on the AMPS internship which remained completely uncovered and unexplored on their MLS programmes, in accordance with the findings of Dotson and Dotson-Blake (2015) and Lloyd (2011). In one case this referred to a very pragmatic component of the ITP, the focus placed upon preparing interns for subsequent job seeking and the complexities of the job market in which they would face stiff competition and in which they would receive a competitive edge by being able to underline the transferability of their skills, thus carving out new opportunities in non-traditional contexts, all issues seen as fundamental by Arenofsky (2012). Another intern identified that one component of her studies which was absent, and through which she gained her only related experience thanks to the ITP, was online researching. Unexpectedly for the researcher, this intern suggested that it was the internship alone that prepared her for the range of virtual information seeking and research that she would do in the workplace. Another component of her work that was developed during her internship but not on her MLS programme was her writing abilities and the importance of clarity in written communication in the professional context. Furthermore, she identified the editing of documents of various sorts as something she covered on the ITP and not on her MLS programme. Similarly, she learned about new citation styles and the differences between them thanks to engaging with the ITP rather than on her MLS programme. Another intern argued that his MLS programme had focused on traditional components of librarianship, with particular emphasis on print collections. His experience with the ITP, and his subsequent work experience, he suggests, have both underlined the importance of training in

other aspects of librarian service such as online searching, embedded librarianship and clear communication. This intern also suggested that his MLS programme was preparing him for fairly tightly prescribed activities and ways of working/problem solving. The fact that the ITP is premised on facilitating librarians in the application of their skills to new settings, he argues, has ensured he has developed a propensity to “think outside the box” when faced with research and reference issues and be resourceful enough to follow-up. This reflects Di Fabio (2014) who suggests that new job seekers need skills such as hardiness, resilience, etc. This is underlined expressly on the ITP and this intern feels should be something more integral to MLS programmes.

The final intern identified that her MLS programme failed to prepare her for targeted searching using internet search engines, a skill she not only first developed during the ITP but which she felt she became proficient in. It is a failing she identifies in her particular MLS programme given it is an integral part of her work now.

“One thing they never discussed too much was the realities of hunting for jobs. But they kind of skimmed over what you’ll be doing in the job. Going through the internship it helped me realize how much more there was than what I’d been exposed to and considered within the realm of the library world.” EP

“MLA format – that was new and learning that was new. I learned other skills – how to write, edit, how to do online research – had experience in but honed during the internship.” MA

“You go into library school and you’re in a track and asked to complete the track – [a] conventional way of how we’re looking at librarianship but this isn’t how it is in the world. Institutions aren’t understanding that we aren’t in that traditional world – it’s not about books or materials it’s about service and how we can take information and knowledge and collate it into wisdom

for our clients. I think this is starting to be talked about but it's not really being hammered in every class. You can't think about libraries in this way you have to think about them in 20-30 years." SM

"How librarianship in the future will walk out of left field. How does a librarian relate to one patron – this is coming out of corporate librarianship. This is something the internship has really honed in on. Where the reference interview is more of a relationship with a client (more intense and lots of work that needs to be gathered and that's more intense) versus a short one off reference interview. It's a different type of relationship that librarians should be having or at least try out once or twice." SM

"It did help me with other classes since then- I've taken more library type coursework where I'd draw on some things you taught me about research and how to do searches so the internship helped in that way towards finishing my degree. Whereas more of the softer skills, the confidence was more helpful in my career." CH

"Other than how to do research, you were very good about how to use the internet – not just surface searching but really focused targeting specific subject areas- I was completely clueless and so other than the obvious googling and following links I didn't know any of that so that was really an eye opener for me. It was an 'ahah moment' for me – aha this is how it was done." CH

### **Summary of themes**

As was indicated in the results above from instrument 4, most interns identified the importance of developing new skill sets. Three out of four interviewees discussed this. Interns referred in this regard to developing search skills, with particular focus on improved online search skills, an independent attitude to working, citation, and reference skills. This directly replicated some of the issues raised in instrument 3, the post-ITP open-ended questionnaire, in which the importance of interns' improved knowledge and use of social media as an outreach tool used in their respective new professional contexts was emphasized. It also replicated comments made regarding gaining or improving the hard skills

of sourcing information, research skills, copyediting, communicating findings.

Many of the interns across all instruments identified the direct benefits of the internship, reporting that they had developed skills that were directly used in obtaining a job or have been used since starting one. These skills include social media and information gathering and various soft skills, such as time management and self-motivation as discussed by DeShields *et al* (2005) and Fernandez and Moldogaziev (2015). This included interns referring to gaining their first real experiences in reference and embedded librarianship and remote working, as well as the research skills that they developed through the ITP.

The development of skills and/or a profile /experience that had an indirect benefit in obtaining employment and fulfilling job requirements once employed was also an important theme across all instruments with several interns identifying skills and experiences that were of indirect benefit, such as ensuring they had experience and a list of new skills they could include on their CVs and websites to help build their professional profile. Interns also identified that the ITP experience had reinforced the importance of particular skills and attributes which they now felt more confident in discussing at interview and listing as relevant in their CVs and cover letters. This is demonstrated in the language of the interns which included terms such as “CV building” and “getting an edge” over other job seekers, which reflects the competitive job market described by Abadal *et al* (2012); Arenofsky (2012); and Maatta (2013). The interns repeatedly identified the feeling that this improves their chances even when they do not have concrete proof that the employment

decision was taken on the basis of experience and skills developed on the ITP.

An additional theme raised across all instruments was the learning of relevant soft skills during the internship which, as mentioned, reflect issues raised by Laker and Powell (2011) and Chillias *et al* (2015). Examples of the skills identified included an ability to work independently; and a better understanding of alternative ways of developing and maintaining professional relationships. Other issues included self-confidence and interns' capacity to identify and express their own ability to innovate and work hard. These traits were discussed by Di Fabio (2014) in a similar context. These complemented time management as a skill that the interns suggested they were obliged to develop. This also applies to improved communication skills and an improved ability to express ideas concisely, a theme indirectly picked up by Westbrook (2012).

The final theme identifiable in all instruments was that the interns' identified an awareness of an expanded range of skills that they had and which were directly applicable in the workplace. In one instance this was expressly discussed through the reference interview process which the intern identified as something potentially far more complex and iterative than they thought was typical at an academic library. The way in which this repeats issues evident in the earlier instruments is that it echoes interns' feeling better qualified to use and discuss the use of their librarian skills to employers outside the traditional library context and their expanded understanding of the transferability of their skill sets and the roles they feel they can fulfil following the ITP. These issues are discussed by

Sutherland (2011) and Arenofsky (2012).

The first of the new themes to emerge more prominently in instrument four was the interest shown by employers in the experience and skill sets developed by interns during the ITP. This is probably because this theme can only emerge once the interns had begun the job searching process and after completing the internship, but it is a significant finding because it supports the belief that the ITP can be a significant support to interns in finding employment. Not surprisingly, the greater level of interest seems to have been shown by employers outside the traditional library setting.

Another theme more prominent in the later instruments was that the skills learned during the AMPS internship are being applied in the job context subsequently which, in many cases, involves the direct application of the skills developed during the ITP to the interns' current work context. In particular, interns identified both soft and hard skills were at play. For example, one intern underlined repeatedly an issue highlighted by Khoo *et al* (2012) and Di Fabio (2014): the importance of her improved ability to work independently without direct instruction and/or supervision. This same intern identified specifically that the hard skill of researching and sourcing information through specific databases and search engines was something she learned during the ITP and which is now being directly applied. A second intern underlined this issue of sourcing information by stressing that she felt she now had refined search skills. In addition to these research skills, however, the same intern also identified improved editing skills in the presentation of information, improved writing skills in communicating with both colleagues and

clients, explicit knowledge of different citation styles which she had not been exposed previously and improved reference interview techniques. Another intern reinforced all of this in expressly referencing the hard research skills she had learned, and as a result had grown in confidence.

The penultimate theme to emerge was that the workplaces interns operate in, or are seeking to operate in, are non-traditional, either because the workplace is “remote” or because they are applying their skill sets to non-library contexts (ie. a corporate office). The comments to emerge and coalesce around this theme reinforce some of the premises of the internship. An interest in the internship as an example of a non- traditional work context (ie a remote/virtual workplace) was mentioned by interns in the initial entrance survey and again in the exit interview. Another intern touched on facts covered by Maatta (2013); and the Bureau of Labor Statistics (2014). She is currently working in a non-traditional context (that of a corporate business). She expressly discussed how the internship reflected this type of non-traditional context. She also underlined that she wished to continue working in similar contexts using her librarian skill set in the future. In particular, she identified that she hopes and expects her continued professional life to consist of remote working. Another of the interns identified that after the ITP, he was inspired to set up his own non-traditional business/workplace and used the knowledge and skills gained through the ITP in the process. One of the characteristics of the work of a librarian in the remote and non- traditional context described by this interviewee was the fact that the librarian in such contexts is inherently embedded.

The final theme to be discussed is that the skills learned during the internship and applied in the workplace were not taught on MLS programmes. This is potentially the most important of the themes and every intern interviewed stressed they had learned a range of skills on the internship which were being applied in the workplace but which were not covered in their MLS studies in a way that reflected the reality of the work context as discussed by Dotson and Dotson-Blake (2015); Lloyd (2011). This significant finding underlines the premise behind the internship and suggests further consideration of MLS provision to accommodate current working practices and contexts will be important research to conduct in the future.

In summary, aims 1 and 2 have been achieved by setting up and running the ITP programme since 2012. It has successfully enabled the mentoring of recent graduates and students in the application of their library skills in a non-library work context (Aim #1), and it has been used to facilitate these students and recent graduates in transferring their library skills to a non-library work context (Aim #2). The instruments employed and documented in this written part of the thesis have enabled us to gauge whether participants found the ITP effective in preparing them for finding work (Aim #3). To recap, these were to:

1. Develop and manage an intern training programme (ITP) specifically focused on mentoring recent graduates and students in the application of their library skills in a non-library work context
2. To use this model to facilitate students and recent graduates in transferring their

library skills to a non-library work context

3. Gauge whether participants found the ITP effective in preparing them for finding work – either in a traditional library or outside the traditional library setting.

The first of these aims was begun some three years ago when the researcher managed to set up the ITP in the context of AMPS and is not demonstrated per se in the instruments of study used in this thesis but can be said to be achieved since the ITP has been running successfully for three of years now with over forty participants. To an extent, the same can be said of the second of the aims with, for example, the fact that the interns were successfully engaged on the specific tasks of an ITP run in a non-library context being proof of the ITP facilitating interns in transferring their library skills to a non-library work context. However, the themes to emerge in the survey instruments employed by the researcher in the analysis phase also reinforce this with the interns themselves being explicit about the way in which they have managed to “transfer” their knowledge and skills while, at the same time, developing new skills and successfully meeting the needs of non-library end-users of their work. By contrast to this, the third aim of the thesis is almost exclusively demonstrated by the information/data provided through the instruments and the analysis of it presented here in this final written part of the thesis.

## CHAPTER 7 – Conclusions

### Revisiting the literature

Recent statistics provided by the Bureau of Labor Statistics (BLS) in the United States *Occupational Outlook Handbook* indicate that the librarian job market is shrinking (2014). Of particular concern is a lack of professional librarian positions available for recent graduates (Del Bosque & Lampert 2009). The BLS further predicts that employment for professional librarians for the period between 2012 and 2022 will grow at an annual rate of only 7% percent. This translates to roughly 1,000 new jobs each year, or a total of 11,000 jobs over approximately decade. In contrast, the overall growth for all professions is expected to increase at a rate of 11 percent over the same period.

Reflecting this, the literature shows that there has been an increase in librarians applying their skills to different, but related sectors as a result of limited traditional library job opportunities understood to be those typical of the public or academic library such as “reference librarian,” “liaison librarian,” “collection development librarian,” etc. (Bureau of Labor Statistics 2014; Del Bosque & Lampert 2009; Fraser-Arnott 2013; Maatta 2013; Singh & Mehra 2012). Maatta (2013) and the Bureau of Labor Statistics (2014) give examples such as market research, computer and information systems managers, jobs in higher education, corporations and government. These have not been typical workplaces for MLS graduates and, for that reason, are examples of what this thesis has defined as non-traditional.

## **Revisiting the research problem**

Related research in the field discussed in the early chapters of this document identifies that more and more recently graduated librarians are failing to find work in the traditional library context, and are not being sufficiently prepared on their MLS programs to transfer their skills to contexts not considered traditional library workplaces. This new reality would benefit from further study and has yet to be fully reflected in appropriate training. As a result, many new librarians and potential employers outside traditional library contexts are unaware of the range of jobs librarians can actually perform and there are gaps in existing MLS training that need to be addressed.

Also identified in the literature is an increasing importance for IT in the librarians' skill set, a scenario made even more urgent by a growing tendency for libraries and other places of work to operate virtually. Maatta (2013) for example, reports that numerous representatives of MLS programs have noted that their graduates are increasingly being hired for roles involving emerging technology in which new information science skills are essential. It is an argument reinforced by other studies including: Del Bosque and Lampert (2009), Fraser-Arnott (2013) and Singh and Mehra (2012). Furthermore, the research also identified that there is a lack of internships that can help to mitigate this situation. Ball (2008) for example, offers an overview of literature in the field suggesting that in the United States there is a lack of understanding of the role and potential importance, strengths and weaknesses of internship programmes. Examining internships in the context of the training of librarians in Canada, Hoffmann and Berg (2014) suggest that internships are

important because they help students see how their learning and their skills are used in reality. Mbagwu and Nwachukwu (2010) who study the effectiveness of various kinds of training for library staff also underline the effectiveness of “on the job training”. All these issues have altered the employment landscape for graduates and can seriously hinder recent graduates in obtaining employment in an increasingly competitive job market.

On this basis, the research problem for this study was outlined as a scenario in which the education and training of new librarians is not fully responding to the changing work context today, and a lack of knowledge on how best to hone and present the librarian skill set required to help new librarians most effectively operate in this new workplace reality (Ball 2008; Dotson & Dotson-Blake 2015). In building a response to this problem, this study has discussed on-the-job training programmes or internships as an effective way of preparing new librarians for a competitive job market. It has also mentioned how, if this internship is in a non-traditional context, then the internship also helps prepare them for a changing work context, making the trainees even more competitive in their job searching. In addition, it was also identified that a case study approach is an excellent way of fully exploring an given internship so as to understand its strengths and weaknesses. Identifying that the study discussed here was built on these foundations, this thesis has then attempted to explain that in order to respond to this problem the researcher set up an experimental intern training programme (ITP) run through a scholarly journal *Architecture\_MPS* and its associated research group, AMPS. Efforts have been made to outline this context in detail as it is a fundamental feature of the thesis, ie. it is a remotely operated and non-traditional

workplace, with a specialism in architectural publications and events, such as workshops, conferences and debates. The first two of the study's three aims were to, 1) develop and manage an intern training program specifically focused on mentoring recent graduates and students in the application of their library skills in a non-library work context, and 2) use this model to facilitate students and recent graduates in transferring their library skills to a non-library work context. In outlining this for the reader, the researcher has described the process she went through to set up the ITP which she would subsequently analyse. This has included her efforts to source funding to facilitate the running of the ITP, as well as her outline plan for sourcing a location before the opportunity to develop it in the context of AMPS emerged in 2012.

Important to reiterate is that despite AMPS becoming a very supportive context in which to set up the ITP it was still necessary to convince the AMPS professionals from non-library disciplines that librarians had skills and knowledge to offer them in their particular workplace. This reflects one of the problems librarians encounter when attempting to find work outside library contexts. The importance of the researcher herself being able to cite "experience" of supporting professionals outside the library context through her work with Graham Cairns was fundamental to AMPS accepting the proposal to embed the ITP. It was also a demonstration, as per Sutherland (2011), of the need to consider the internship from the employer's perspective. This is a perfect example of how important previous experience is in obtaining a new job and was used by the researcher in discussing the benefits of the ITP to new interns. Also outlined with regard the setting up of the programme in the framework of AMPS was that the researcher had to ensure the tasks set for the interns not only provided support

through the completion of work tasks for AMPS but that these tasks had to facilitate the development of the skills relevant to them at this early stage of their careers. Part and parcel of this was to underline to the interns just how their librarian skills are applicable outside the library context. This is seen as particularly important, as it can be fundamental to aiding the interns in convincing other employers outside libraries that their skills are applicable, ie. “transferable.”

### **The programme and the process**

In describing this context it has also outlined how the researcher has ensured the initial and continued engagement of interns with the ITP. In the first instance this was done by sourcing relevant librarian electronic mailing lists that could help disseminate news about the online internship opportunity internationally. Another approach was to send a job announcement to be disseminated by tutors on MLS programmes. This was sent to school administrators in relevant programmes in Australia, Canada, the UK and the US. As identified, this has been an ongoing endeavour carried out several times since with the aim of always maintaining a minimum of five interns engaged in the ITP.

Also described by way of important contextual information, was the fact that the researcher fully established a taxonomy of tasks carried out by interns. This was documented for the intern in terms of which of the skills they already will help them to fulfil these tasks, and also the skills they need to develop in order to successfully meet the requirements of the job. Placed in a coherent form of induction package that was reproduced in this thesis, these induction instructions were not only important guidance to interns after the internship, they give the reader a good sense of the way in

which the researcher has framed tasks so as to support interns in fully understanding the transferability of their skills. All this was done by reference to literature in the field (Aldrich 2007; Callister 2009; Cheng & Ho 2001; Ford & Weissbein 1997; Foxon 1993; Foxon 1994; Stagg & Kimmins 2012), which underlines the principles of transferable skills that are intrinsic to the practices of this type of internships.

Another issue raised is the fact that over the last three years during which this experiment in training has been conducted the researcher has mentored over forty interns from four countries who have engaged in a series of tasks including research support to academics; managing a repository of research materials; metadata creation; and outreach through social media. Highlighted in this regard was the fact that the interns were given feedback by the researcher which was informed by feedback from the professionals of AMPS, who are the final “recipients” of the work done by interns on the programme. The researcher has also collected feedback and data from interns at all stages of their engagement with the programme. This includes entrance interview questionnaire, post-internship open ended survey, post-internship questionnaire using a 4-point Likert scale and a post-internship individual in-depth interview. It is the use of these tools that now, after three years conducting the ITP, she has been able to address the third and final aim of the study, to gauge whether participants found the ITP effective in preparing them for finding work, whether in a traditional library or outside the traditional library setting.

## **Evaluating the research methodology**

In using these tools to analyse the perceived effectiveness of the ITP an interesting picture emerges. The instruments used were: i) an entrance interview questionnaire (quantitative); ii) a post-internship open ended survey (qualitative); iii) a post-internship questionnaire using a 4-point Likert scale (quantitative); and iv) post-internship individual in-depth interview (qualitative). The results of the first instrument indicate that almost all interns expected to use the internship in the job searching process. This interesting finding validates the arguments laid out by Matta (2013) that indicate increasingly MLS students are finding it more difficult to gain employment in traditional library settings. Instrument 1 showed conclusively that interns expected to acquire new skills during the internship and this could be interpreted as indicating that they consider the skills acquired on their MLS programs as not correlating with those they will need in a non-traditional library context. Interestingly however, most of the ITP participants also indicated that they do expect to apply the skills learned in their MLS programmes to the internship which in turn indicates that they recognize the applicability of the librarian skill set in contexts that sit outside the typical public or academic library setting, as per the literature (Fraser-Arnott 2013; Hoffman & Berg 2014; Matta 2013).

What was also revealed in the initial survey was that the majority of interns would prefer a traditional library job, indicating the persistence of traditional preferences for work, but also a realization that these preferences may not be met. In addition, most people identified social media outreach as a component part of the librarian's role suggesting an awareness that the librarian role is changing.

Most of these results were evident in instrument 2 in which interns confirmed that they had developed new skills and indicated that they felt these new skills had resulted in a direct improvement of their chances of obtaining employment. This initial important finding was later reinforced by instruments 3 and 4. It is interesting that, reflecting the literature (Chillas, Marks and Galloway 2015), interns also identified how useful the ‘soft skills’ learned on the ITP had been and, although this can be seen as one of the benefits of any internship, later results indicated that a number of interns began to feel that an understanding of this is important and should be addressed in MLS programmes. However, perhaps the most important result was that interns all expressed a much broader understanding of the range of skills they have and how their librarian skill sets can be developed for new work contexts – something that was at the heart of the ITP from its initial stages and evident in the argument of Laker and Powell, 2011.

The initial correlation between the results of instruments 1 and 2 was repeated in many of the results from instrument 3. For example, the majority identified that the internship was useful in them developing skills and that they had used these in the workplace. In connection with this, the third instrument indicated that 79% of interns identified lessons learned that were not covered in their MLS programme, as per Dotson and Dotson-Blake (2015). It also revealed that 86% of participants identified that they learned new soft skills on the internship such as time management, self-discipline, and self-motivation, amongst others. This correlates to results suggesting interns feel more employable as a result of the internship, indicating that there are skills being developed on the internship that are useful in

the work context but which are not currently covered by standard MLS curricula.

Interestingly however, although all interns had identified developing new skills on the ITP, reflecting the argument that internships are effective (Mbagwu and Nwachukwu 2010), only 64% identified that they felt this had been useful in them getting a job. This may indicate that employers were looking for traditional skills but it could also indicate that the interns themselves had prioritised work in the traditional context – reflecting the preference indicated in the entrance interview. Also of interest in these results is a possible correlation between the fact that MLS programmes are preparing students for the traditional context in a relatively effective way. If the interns feel that they are developing new skills through the ITP which are not taught on their programmes, but these new skills are not being fully recognised by employers, it is a reasonable surmise that what is being taught in library school and what is expected in traditional libraries does correlate – a finding that would not be problematic as long as the status quo remains as it is.

The problem being hinted at here, as identified by Dotson and Dotson-Blake (2015); Werner and Kennefick (2013); and Singh and Mehra (2012) is that the workplace is changing outside the library context and that MLS programmes might be effective in preparing students for traditional contexts but they may be less effective at preparing them for a changed work context.

### **Issues for further exploration**

In considering these results and the analysis of them in the light of the fourth and final instrument, most of what has already been mentioned here is reinforced.

However, a number of new points emerge which offer some glimpses of issues that need further exploration. The first of these is that the majority of interns interviewed 9 months after the internship had begun, identify that employers were increasingly interested in their intern experience. There is one possible explanation of this in the intern's' own ability and confidence in explaining the relevance of their skills, having had more time and opportunities to understand and explain it. However, it is also interesting that at this stage none of the interns interviewed were actually in a "traditional" setting. Inevitably an employer from outside the traditional context will be more interested in experience of librarians that has already been applied in non-traditional libraries. This is one explanation. It would also be interesting to explore further as to whether this sample of interviewees had become more adept at explaining the relevance of their skills or whether they had simply expanded their search after having failed to secure traditional library jobs.

Reflecting the fact that the participants in this final survey were in non-traditional contexts was the fact that 3 out of 4 of them identified that they were applying the skills they had learned on the internship to their new workplace, indicating that their traditional library skills were not in themselves sufficient to meet the needs of these new, changed workplaces; this also reinforces the utility of the internship at a very practical level. Related to this is the fact that all the interns identified that they had learned skills during the internship which were being used in their new non-traditional contexts, but that these had not been covered in their MLS programmes. Clearly, the survey results indicate that the internship is effective in preparing students for a non-traditional workplace. It also suggests, reinforcing the literature

(Bureau of Labor Statistics 2014; Del Bosque & Lampert 2009; Fraser-Arnott 2013; Maatta 2013; Singh & Mehra 2012) , that these types of workplaces are increasingly common and that there is a discrepancy between what is being taught at library school and the demands of these new workplaces.

The fact that the ITP scheme has been successful in facilitating MLS graduates in transferring their library skills to a non-library work context is evident. The fact that interns are working in non-traditional contexts and that they do identify the role of the ITP in helping them to get jobs in which their librarian skills are ‘transferred’ indicates its success. That said, a lot of work remains to be done in subsequent research. Choemprayong and Wildemuth (2009) discuss case studies in the context of information and library science. There are inherent limitations to a case study method which can only be overcome with time and a volume of additional studies which can yield more generalizable results. Also, some of the discrepancies in intern responses to the surveys outlined in this thesis need further study beyond the context of an initial case study. Furthermore, additional studies into the particulars of best practice approaches in training interns in remote non-traditional contexts would be useful, as would a detailed consideration of what skills are most useful to librarians when they operate outside the traditional library context. In addition, a full consideration of the role played by the mentor’s evaluation of interns would be a useful additional study. Incorporated into the study described here, it would have contributed to a richer triangulation of results. Given the focus on the interns’ experience in this context, it was not considered within the scope but the researcher does see this as important for future studies to develop

knowledge in this field. All these potential areas of future investigation are important and would help the librarian educators to better understand how to prepare students, both in the MLS classroom and through other models of training such as internships, for the increasingly complex, changing and competitive world of work they will be forced to operate in over the coming years.

Further studies would also help the researcher and other people seeking best practice models of training in non-traditional contexts to better set up and manage their training, and thus develop advanced models of practice. In addition, more studies of this type of training programme, and the resulting improvements in them, should help raise awareness both inside and outside the librarian community of how the skills of librarians can aid other sectors, professionals and disciplines which have traditionally not fully understood the librarian skill set and not seen it as “transferable” to their own areas of activity. Certainly, further study into the transferability of these skills would be highly beneficial to librarianship, both in opening up opportunities for its graduates and in raising its profile professionally.

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