An investigation into staff development activities at the University of
Natal libraries on the Durban campus

by

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Declaration

The author hereby declares that the contents of this dissertation, unless specifically indicated to the contrary, are her own work and that the dissertation had not been submitted simultaneously, or at any other time, for another degree.

Abstract

The present study investigates the existence of staff development activities at the University of Natal libraries on the Durban campus. These include E.G.Malherbe Library, Law Library, Architecture Library, Medical Library and Music Library. The study is, amongst the first few made in South Africa, aims to identify how staff development objectives are met, to investigate staff development needs, to assess the effectiveness of staff development activities in developing staff and to gauge staff views and opinions concerning staff development activities.

A discussion of changes in South African higher education system and an outline of new legislation and development of the university libraries on the Durban campus provides background to the research. The literature review dealing with staff development in academic libraries places the study in context. The identification of staff development needs and the designing of staff development programmes are surveyed.

A study population consisting of 70 staff members, including management who worked at the University of Natal in Durban, was surveyed by means of a questionnaire. A total number of 35 members (representing 50%) responded. Results were analyzed in terms of frequency of responses. Tabulations of selected responses were made.

The interpretation of results reveal the existence of staff development activities, more especially in IT training. Most staff members participated in staff development activities, but more participation is necessary to expand these activities considerably. Recommendations for possible future staff development are made in the light of the results of the survey and literature review.

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List of Acronyms

ACTAG	Arts and Culture Task Group
ESAMI	Eastern and Southern Africa Management Institute
ESAL	Eastern Seaboard Association of Libraries
ESATI	Eastern Seaboard Association of Tertiary Institutions
IFLA	International Federation of Library Associations and Institutions
IT	Information Technology
LIS	Library and Information Science
NCHE	National Commission for Higher Education
NEPI	National Education Policy Investigation
NEPI-LIS	National Education Policy Investigation-Library and Information Service
NRF	National Research Foundation
MANTEP	Manpower Training and Educational Personnel
MIS	Masters of Information Studies
NQF	National Qualifications Framework
SAQA	South African Qualifications Authority
UND	University of Natal Durban
UNP	University of Natal Pietermaritzburg

CHAPTER 1: Introduction

It is recognized that staff development is of critical importance in any organization. The staff is the most important resource in any library. It constitutes the largest portion of a library's budget. It delivers the library's services and it operates the library's equipment and shapes the image of the library. This is why staff skills need to be developed, especially in today's changing environment. Baker (1990:173) stated that the main aim of developing staff is to identify the skills which will be required by an institution for a long-term strategic plan. It enables staff to become better informed, more skilled, more versatile and better prepared to accept and cope with the change. Results from long-term planning of individuals and individuals' goals that have been set at achieving an individual's or a groups' aims and objectives can be identified through staff development.

Casteleyn and Webb (1993:132), who is actively involved in professional education and a Chair of the UK Library Association's Accreditation Board pointed out that staff training and development is a key area for any librarian or information manager. For the service to operate effectively library and information staff need to be seen not as signposts to sources, but as the key to their effective use and exploitation. The multimedia, information-dependent society nowadays presents numerous opportunities for those working in library and information services to be involved in a range of activities across the organizations in which they work. The above statement underpins the importance of staff development in any organization. This study investigates staff development issues at the E.G.Malherbe Library, the Law Library, the Architecture Library, the Medical Library and the Music Library of the University of Natal, Durban (UND).

1.1 The impact of change

Changes which have had an impact on staff development activities in libraries in general, and in academic libraries in particular, are discussed in this section. Events that occurred in the UK referred to in the following paragraphs are a reflection of changes occurring worldwide. Sewdass also refers to these changes and

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emphasizes the "radical changes in the political, social, technological and cultural environment" (Sewdass 2000:19) which have challenged not only public libraries but all libraries in South Africa.

1.1.1 Economic climate

In the United Kingdom changes have been taking place in the delivering of tertiary education and in the area of new technology. The economic climate has affected levels of public funding for education, which has led to the creation of more selective and rigorous systems of information allocation. Another effect is the greater diversity of funding sources. These patterns of funding sources affect the recruitment, employment conditions and the professional development of staff. The economic climate affects the planning and budget for professional development (Partington 1996:2). South Africa is also faced with the challenge of developing its people and their skills. By so doing people will make a meaningful contribution towards economic growth (Van Dyk et al 1997:15).

1.1.2 Educational changes

Among the aims of tertiary institutions, the central aim has been and continues to be the pursuit of excellence in their individually targeted areas of activities. There is a greater diversity of student entry in tertiary institutions, i.e there is a widening intake of international students and an increased number of mature students. The sophistication of users and their expectations change and influence staff needs at all levels of the profession. Because of this diversity new approaches to the management of learning have been made or need to be made (Partington 1996:5). In South Africa the rapid growth of the number of international students has resulted in changes in educational structure (Underwood and Nassimbeni 1999:192). Walker (1993:153) pointed out that educational systems have been transformed from being traditional to being radical. Being traditional means not providing for articulation between different types of institutions and culturally biased. Being radical means offering education that is service oriented and developmental. Therefore more vigorous staff development activities are required. In order for the staff in the higher

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education sector to cope with new environment; the demands for high levels of performance and global competitiveness, staff development opportunities need to be offered. The clients that are served by library staff differ in levels of education and therefore require different information.

1.1.3   Legal changes

In the UK the government has exerted a substantial influence on the methods by which the central activities of the university should be conducted and the manner in which they are managed which also has influence in staff development (Partington 1996:4). After the democratic government came into power in South Africa in 1994 many changes also took place in South Africa. New acts have been introduced to change the policies of tertiary institution so that quality education could be equally offered to all students. For example, the Skills Development Act, Act 97 of 1998, has been introduced to encourage staff to improve their skills.

1.1.4   Technological changes

Technological developments have had, and will continue to have, an impact on academic and management practices in higher education. The full potential of advanced information systems available have not been explored in the majority of universities, because of a failure of management to recognize the potential of advanced information systems and staff development requirements and resources to utilize it fully (Partington 1996:4). All the preceding changes, when combined, result in the following requirements of a variety of levels of staff and in all staff groups within higher education institutions. Staff development should:

Engage staff in strategic planning at an institutional, departmental and individual level; involve and develop management in all resources; respond to accountable measures, such as research and educational quality assessment; develop staff capabilities; enhance staff development teaching and learning strategies; willing capable of acknowledging the benefits of and use of new technologies; develop consumer satisfaction approaches; pursue effective fund-raising opportunities; recognize the need for continuing regular review of activities and practices leading

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to evaluation, re-planning and changed approaches and acknowledge individual, departmental needs of continuing career-long professional development (Partington 1996:6). This means that staff development is never static but goes hand in hand with the changes.

1.2 Research problem

The world is struggling with rapid, accelerating change, in terms of both society and technology. Therefore there must be a significant change in the library and information profession in order for it to remain a vital part of society (Smith 1993: 20). Engaging in staff development activities is increasingly necessary in order to keep abreast of this change arising in the profession. Stueart and Moran (1998:97) agree that libraries are in a period of rapid growth and their long-term success depends on "regrowing" their current staff. This will enable them to make the transition from the end of one era in library services to the start of another.

It seems as if the issue of staff development is generally neglected in libraries (Partington 1996). The need to retain, staff and the changing nature of libraries, has made staff development more important. An established informal or formal programme will help staff, supervisors and the library to keep pace with the demand for new skills and knowledge (Stueart and Sulliven 1991:49).
Staff need to be developed personally so that there will be a blending of learned skills, knowledge and attitude, enabling individuals to make a significant and increasingly self-confident contribution to the library's performance, while feeling a sense of achievement and satisfaction (Jones and Jordan 1988:95).

Morris (1996:91) made the point that personal and professional development seem to be important for any librarian in order to demonstrate commitment to the job by developing personal skills on a regular basis. Morris (1996:91) was of the opinion that rapid changes which are taking place in libraries compel library staff to attach new importance to staff development. Onatola (2000:63), too, sees staff development as something that should be a crucial aspect of personnel

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management which deals with obtaining and retaining the best staff for the organization. Onatola (2000:63) states that changes in staffing and work flow patterns, administrative structures, technology, library systems and academic procedures call for skills training in areas and set challenges of finding ways to provide training with limited resources.

In the present situation in South Africa, staff development takes on a greater significance because of the transformation which has taken place since 1994 and the enactment of important legislation which has taken place in the last decade. In 1996 the Labour Relations Act was established and in 1998 the following Acts were established: Affirmative Action, Skills Development Act and Employment Equity Act.

To add to the above technological development , globalization has made information professionals aware that professional knowledge and practical skills are in need of constant updating. National legislation and issues of personal and professional liability all increase the need for staff development.

Given the situation above, this is the problem the present study aims to investigate, namely the existence of staff development activities at UND libraries. This is the group of five academic libraries which serve the needs of users of the Durban campus and surrounding areas. As it is an internationally recognized institution, the researcher assumes that the university is faced with a great diversity of students, different cultural needs, political and technological changes. It is assumed that library administration, together with library management need to provide staff development to enable library staff to face the challenges and demands of the changing environment.

1.3 History of the University of Natal Libraries, Durban (UND libraries)
The University of Natal was established in Pietermaritzburg in 1910 as the Natal University College. A second campus was formed in Durban in 1922 when the University took over courses from the Natal Technical College (Shah 1995: 100).

The University now has three distinct campuses, the Pietermaritzburg campus, the main Howard College campus in Durban and the Medical School campus, also in Durban. In the 1960s the University Library operated as a unitary organisation under one director of Library Services but this post was done away with by the end of the decade. Today each campus has its own library committee and a University Librarian directs the library system on each campus.

The libraries on the Durban campus have struggled for many years with severe financial limitations which have had detrimental effects on its accommodation, staff and services. The accommodation problems were alleviated with the opening of the new main library, the E.G. Malherbe Library on the Howard College campus in 1987 (Shah 1995:54).

Today there are five individual libraries operating on the UND campuses. Mr G.H. Haffajee, as the University Librarian directs a large staff of 72 with the majority of staff (approximately 60) employed in the main library. The staff in the main library are responsible for ordering, processing and cataloguing of material for other libraries in the system. The Medical Library, however, has its own budget and is responsible for its processing. All the libraries have representatives on the Durban Library Committee (Dubbeld 2001).

The University of Natal libraries on the Durban campus are made up of the following individual libraries:
E.G. Malherbe Library
This is the main UND library and it is located in the centre of the main campus. In 1949 it was named after the University principal who guided the University to fulfil University status. The learning and teaching needs of staff and students in the Faculties of Community and Development disciplines, Engineering, Human Sciences, Management Studies and Sciences are supported by this library. It is also opened to the members of the community in the city and surrounding areas.

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Medical Library

The Medical library was established in 1954 as a part of the new Medical school, with books donated by the Medical Association of South Africa (MASA). The Medical School has been re-named the Nelson R. Mandela School of Medicine. This serves the needs of medical students training there, the staff of the school and associated members of related professions.

Barrie Biermann Architecture Library

The library was established in 1969 and named after Biermann, an influential teacher and architect. Its location is in the Shepstone Building on the main campus. It serves the needs of the staff and students of the School of Architecture, Planning and Housing and the School of Civil Engineering, Survey and Construction.

Eleanor Bonnar Music Library

This was established in 1972 and named after Bonnar, the donor of the core collection. It location in the School of Music and serves the Music Programme in the Faculty of Human Sciences.

The GMJ Sweeney Law Library

This was established in 1972 and named after Sweeney, a distinguished professor of law. It is located in the historic Howard College Building. It serves the needs of law students and staff as well as the legal fraternity of greater Durban.

1.4 Purpose of the study

The purpose of the study is to investigate the staff development activities that exist at the University of Natal Libraries, Durban.

1.5 Objectives of the study

1. To determine what staff development activities exist at the University of Natal Libraries, Durban.
2. To identify how staff development objectives are met.

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3. To determine staff development needs.

4. To assess the effectiveness of staff development activities in developing staff.

5. To gauge staff views and opinions concerning staff development.

1.6 Research questions

1. What are the staff development activities that exist at the University of Natal Libraries Durban?

2. How are staff development objectives met?

3. What are the staff development needs of staff?

3. How effective are staff development activities in developing staff?

5. What are the views and opinions of the staff concerning staff development?

1.7 Justification of the study

The constant changes in economic, political, educational and social developments which occur leave the profession with no alternative but to adapt their services in response to these changes. Staff is an important component of any library management system. Their development needs must be assessed on a continuous basis. This would enable staff to perform effectively in a rapidly changing environment. A lack of essential knowledge, skills or attitudes prevents satisfactory job performance or interferes with an individuals' potential for assuming different or greater responsibilities at present or in the future (Conroy 1989:8).

Higher education institutions are a focus of wide ranging and rapid change, political, social, economic, educational, legal and technological. The changes in higher education have led to an increased emphasis on provision for staff development (Partington 1996:1). The economic climate of the country and the greater diversity of funding sources affect the recruitment and professional development of staff. Partington (1996:3) states that, change in the sophistication of users and their expectations influences staff needs in educational institutions. The technological changes for information retrieval and storage are almost overwhelming and information professionals are swept with the tide of the technological revolution

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(Jusu-Sheriff 1993:115). Individuals usually find themselves outdated because their skills are no longer needed or their educational experience has not equipped them with marketable skills.

In 1993 South Africa was in a state of transition towards an uncertain future (Walker 1993:153). The legislation, system and structures that existed before 1994 have been modified, transformed and replaced. These changes have had an impact on library and information professionals. For that reason they have to consider staff development in order to cope with the transitional situation.

Kuhn (1994:52) pointed out that, the social, cultural, political and economic situation has helped to bring about transition in South Africa. Therefore, in 1994 librarianship was on the verge of change from conventional librarianship to a multi-cultural library service. Kuhn views staff development as a lifelong practice which requires evaluation (Kuhn 1994:52). The new environment and the demands for high levels of performance and global competitiveness require opportunities for career advancement for staff in the higher education. It has been recommended that institutions should co-operate at regional, national and international levels in order to sustain human resources development on a continuing basis, so as to improve available expertise to meet users' needs (Underwood and Nassimbeni 1999:193).

As a result of the above mentioned factors and those mentioned in Section 1.2., it is imperative that staff development activities should be researched to establish their existence and to evaluate their effectiveness in the South African library and information sector. As far as can be ascertained, this study is among few that have been undertaken to assess the provision of staff development activities in the libraries of tertiary institutions in South Africa.

1.8 Limitations of the study
The study was limited to staff members working at the five UND libraries. The survey was limited to staff members that were serving the library users. A

comparison between two or more academic libraries around KwaZulu-Natal could have been conducted. One of the benefits of comparing two or more academic libraries is that, common problems or important issues can be identified. The different methods of dealing with such problems and issues may provide some insight in seeking solutions to similar problems and issues.

1.9 Key concepts

1.9.1 Staff development

Bradely, Chesson and Silverleaf (1983:32) define staff development as "a systematic process by which an individual's knowledge, skills and personal qualities can be broadened, deepened and enlarged to the benefit of the individual, department in which he operates and the organization that employs him". Chaudry, Ashoor and Ur-Rehman (1993:47) define staff development as a "formal and informal life-long learning or training process that updates, refreshes, or upgrades knowledge, skills or competencies of personnel enabling them to perform their roles more effectively".

Wilson (2000:1) defines staff development as " a programme of learning activities that is developed by library organization and develops the on-the-job staff capability and improves the abilities of personnel to contribute to the overall effectiveness of the library organization".

The present researcher intended to use a broad definition of staff development which encompasses the following definitions of continuing education and in-service training.

1.9.2 Continuing education

Continuing education is a "career-long process of improving and updating skills, abilities and competencies of staff by regular in-service training and education supported by external courses" (Harrods librarian's glossary 1995:164).

According to Kuhn, continuing education is referred to as "the learning activities and efforts, formal and informal, by which individuals seek to upgrade their knowledge, attitudes, competencies and understanding in their special field of work to deliver quality performance in the work setting and enrich their library careers" (1994:49). She points out that this follows after first professional education in the case of qualified library and information workers. Continuing education tends to be related to job responsibilities and content, in order to improve competence, provide opportunities to be exposed to new ideas, to use new knowledge in the job and to grow as a person as well as a library and information worker.

1.9.3 In-service training

In-service training is "any planned programme of learning opportunities offered to staff members of schools, colleges, or other educational agencies for the purpose of improving the performance of the individual already in the assigned position" (Harris 1989:18).

1.10 Summary

This Chapter gives an introduction to staff development and changes that have had an impact on staff development activities. Changes in the economic climate, and in the educational, legal and technological spheres are discussed. The research problem is outlined and contextualised with a brief history of the University of Natal and the arrangement of the libraries on the Durban campus given as background. The purpose and objectives of the study, research questions, justification and limitations of the study are also given. Key concepts to the study are defined.

Chapter 2 will give a literature review on staff development activities. The aims, importance and principles of staff development activities will be discussed. Identification of needs and needs assessment will be stipulated. The methods of evaluating staff development activities will be discussed. Chapter 3 will describe the research methodology and the data collection instruments used in the study. Chapter 4 will present the results of the survey concerning staff development

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activities. Chapter 5 will discuss and analyse the findings of the survey concerning staff development activities in UND libraries. Chapter 6 will give conclusions, recommendations and suggestions on staff development activities.

CHAPTER 2: Literature review and background to the study

This chapter reviews what staff development is, why is it important, what its aims and principles are, how to design staff development programmes, the identification of needs, needs assessment and the evaluation of staff development activities. Staff development in the African and South African context will also be discussed.

2.1 Literature review

According to Mason and Bramble (1991:341) the literature review is the most important part in social sciences research. It clarifies the problem and gives justification for the study that will be done and brings about important understandings and insights necessary for the development of a logical framework. Burton (2000: 319) pointed out that, the literature review reveals a number of methodologies that have been used by other researchers to study similar problems. It enables the researcher to establish what has been done in relation to the problem being investigated, and to ensure that there is no duplication.

2.1.1 What is staff development?

With the partially set scene one may ask what staff development is all about. According to Nwafor (1991:170), "staff development is a purposive effort intended to strengthen the libraries capability of fulfilling its mission effectively and efficiently, by encouraging and providing for the growth of its human resources". Staff development redresses any deficiencies on the part of staff; either educational or attitudinal which have prevented that staff from performing at a given level or in the given circumstances (Lipow 1989:95).

Nwafor (1991:175) felt that staff development involves direct staff benefits and benefits to the employer. From the employees' view point it will widen experience and practical knowledge in the practice of librarianship in general and the practices of the particular organization he/she serves; promote job satisfaction; ensure an

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opportunity of keeping informed of new developments; prepare for promotion and provide opportunities for being informed about a different field of work for those wishing to change to another speciality. From the employer's viewpoint, it will provide a sense of commitment to the aims of the organization; improve performance of the staff in their work; produce consciousness of the wider implications or development possibilities of a post; keep staff up to date in their knowledge of developments; prepare staff for promotions and to retrain for new specialties. According to Lipow (1989:92), "staff development implies that a change will happen over time, that is, the term development suggests that progress, evolution, formation and growth are concepts of change that span a relatively long interval of time". Staff development can thus not be achieved overnight.

2.1.2 Importance of staff development

Lipow (1989:88) stated that staff development can be regarded as one of the vital vehicles for using the existing personnel resources in order to implement more change faster and better. Lipow (1989:88) described personnel as the number one issue in academic libraries as the relationship between staff development and change. She argued that:

> "The magnitude and scope of change that now exists in most libraries suggests that we must devote greater of resources to staff development than we have in the past. Administrators need to make a commitment to staff development to ensure that staff have the knowledge and ability to work effectively in the rapidly changing and very demanding environment. If libraries cannot consider staff development as an important thing in order to accomplish changes they have to hire new personnel with the new skills required" (Lipow 1989:88).

Rubin (1991:308) felt that, increased productivity may be accomplished through staff development. Staff development should not be seen as isolated from other organizational purposes and processes, but should be perceived as a tool for motivation. Developing staff contributes to the accomplishment of organizational goals, which can be met by conducting regular needs assessment. Needs assessment may include surveys of staff members or the creation of a staff development committee which is composed of staff members, because they generate

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and solicit ideas from colleagues. Obtaining ideas from staff members helps to promote the effectiveness of staff development programmes. The reason for participating in selecting programme topics increases the sense of recognition in the development process. Employees in different job classifications may require different types of programmes. For this reason it is important to include staff members in deciding which staff development activities should take place.

Nicholson (1996:262) pointed out that staff development enables libraries to maintain and increase performance in meeting clients' needs through the development of staff knowledge and skills. Staff development ensures that the profession can respond to change, meet the challenges of the information industry, be equipped to match increased competition and adapt products, resources and services to effectively meet clients' requirements.

Jones and Jordan (1988), in a case study on staff training and development, indicated that staff needed to keep up-to-date with all the systems that operate in the library in order to maintain professional credibility with other colleagues. Training in information technology is becoming increasingly important, for instance the full potential of advanced information systems available in most academic libraries calls for the continuous evaluation of professional practices (Partington 1996:4). Kaniki (1997:12) indicated that instructions in information technology and use of particular software packages are among the priority areas for continuing education and training.

Melrose (1996:424) argued that personnel management was evolving into a lifelong learning process with committed managers and employees. New theories and practices were likely to emerge in a shifting society, but from the standpoint of the academic library aspects of staff development should be the common one. She emphasized that staff development should be a necessity for any institution. If workers receive better treatment it is more likely that the employer will get better productivity in return.

Line and Robertson (1989:161) stated the need for staff development in libraries. They reasoned that economic pressures on libraries have made it imperative to get the best out of staff. Staff development stresses the experience and initiatives of staff themselves at all levels, to increase their involvement, commitment and productivity.

Jones and Jordan (1995:197), in research carried out in 1988 and 1989, concluded that the main motivation for staff development was professional competence; the development of proficiency needed to maintain quality; the development of new knowledge and skills; the improvement of job competence and productivity; and the concerns with the quality of library services and new developments in the field. Qualified and competent staff is the basis for the establishment of an effective and efficient information service. The importance of human resource management has been recognized in socio-economic development. The United Nations Economic Commission for Africa (ECA) conference of ministers responsible for human resources planning, development and utilization, emphasized the need to retain trained staff in all sectors of the economy in order to achieve sustainable development (ECA 1984:24).

2.1.3 Aims of staff development

Main (1985:5); University of New South Wales UNSW(1999); Baker (1990:175) and University of Michigan (1998) agree that the aims of staff development are to maintain appropriate staff expertise and experience for current and projected courses; ensure that each member of staff is or becomes and remains fully competent and responsive; and be able to do his/her job more effectively; to equip staff to cater for social welfare as well as academic needs of students and to develop an awareness of student's needs and educational experience; to encourage a positive response in staff to change, broaden experience and to prepare for new and changing roles outside and inside the institution involving different or increased responsibilities; identify skills required to meet the objectives of the individual/group; provide and support the activities that promote and foster the development of

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managerial, supervisory and leadership skills and abilities; provide and support activities that promote and foster individual professional and personal development of staff; provide and support activities that address issues of library organizational culture; provide and support activities that promote continued development of skills and knowledge of technological advancement in the library and in the profession; develop knowledge and skills of staff and foster appropriate attitudes so that staff can deal effectively with the changing requirement of the organization; improve the skills and competencies of staff so that they can fulfil their personal potential and obtain job satisfaction whilst meeting the needs of the organization; equip staff to deal with change effectively; encourage awareness of on-campus and outside staff development activities, particularly appropriate professional activities and encourage inter-institutional co-operation in the planning and provision of staff development activities and to encourage the co-ordination of internal training and development activities within the organization and their integration with annual staff training and development programme and with campus wide programmes.

2.1.4 Principles of staff development
Stueart and Sullivan (1991: 50) listed the following principles for staff development: establish a well-defined set of organizational goals and priorities for staff development that are an integral part of the library's overall plan; carefully assess the staff's capacity to meet the organizational objectives; determine the staff's participation in the staff development needs identification process and setting of priorities for the programme based upon both organizational needs and staff perceptions of their own needs; define the roles and responsibilities of the various staff groups and individuals involved; assure the library's organizational commitment to staff development by issuing a policy statement; provide necessary allocation of resources, for example personnel, budgetary, time and energy; devise a system or process to evaluate programme effectiveness; document various programme components in a staff development programme description and distribute to the staff on a regular basis.

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Stueart and Sullivan (1991:50) argue that the guidelines must be formulated in order to follow the above mentioned principles for starting a staff development programme. A brief statement of the library's policy on staff development and the goals of the programmes also need to be developed. This means that the responsibilities and the roles of staff developed must be recognized and library needs should also be analyzed. Stueart and Sullivan state the fact that ,organisational framework should be considered for staff development ; this refers to the management philosophy of the library, the attitude values and preferences of the staff and the needs of library compared with those of the individual. Secondly, training and development needs that are related to current functions and activities should be determined in the light of anticipated development. This includes assessing technical and human relations, administrative, conceptual and problem-solving skills required, the needs at organizational, departmental and individual levels. Thirdly, there should be an invention and description of current programmes and opportunities, that means the scope, content and results of each activity already available, should be compared with the results of the goals and objectives of an overall programme.

2.1.5 Who is responsible for staff development activities?

The Indiana State University Library (1998) and Trotta (1995:23) stated that the responsibility for the implementation and success of staff development and training programmes should be shared by a staff development committee, heads of departments, individual staff members and library management and library administration. Trotta (1995:23) supports this statement by arguing that, in order for staff development to be successful all staff members should be involved and held responsible for staff development activities. It is the responsibility of each individual to assess his/her needs and seek opportunities for professional growth. Jurrow (1996:124) argued that staff development responsibility resides with a number of individuals in the institution. In that way fairness to library staff can be assured. Staff members are strongly encouraged to take advantage of any opportunity. Through library policies, guidelines and positive managerial support, an atmosphere is created and maintained in which the development of an individual's potential can

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thrive.

2.1.5.1 The responsibility of a staff development committee

It is the responsibility of staff development committee to report directly to the library management on the planning, co-ordination and evaluation of the staff development programme. It has to identify staff developmental interest via formal/informal surveying methods; organize and publicize programmes of interest to the library staff; conduct an evaluation of all appropriate staff development activities; sharing results with the appropriate groups on an annual basis and review and update staff development activities (Indiana State University Library 1998).

2.1.5.2 The responsibility of heads of departments

The role of heads of sections is to communicate departmental needs to the staff development committee: to be responsible for training directly related to job performance; to encourage staff to participate in staff development activities; to act as advisors of individual staff on career goals and mission and communicate and clarify staff development policies as needed (Indiana State University Library 1998).

2.1.5.3 The responsibility individual staff members

It is the responsibility of individual staff members to monitor personal growth and development; they are also responsible for communicating with supervisors their specific training and development needs; sharing ideas concerning topics for potential programmes with the staff development committee; to participate in staff development activities and to be prepared to give a brief report of activities attended (Indiana State University Library 1998).

2.1.5.4 The responsibility of library administration

Library administration is responsible for the maintainance of staff development as a high priority; to ensure that staff development opportunities are available; to review and allocate funding and resources to support staff development activities; to make provision for a positive recognition for those participating in staff development

activities and to evaluate staff development programme based on information provided by staff development committee in its annual report (Indiana State University Library 1998).

2.1.5.5 The responsibility of library management

Identification of staff development and training needs via formal and informal surveying methods, monitoring literature in the field and maintaining lines of communication with appropriate individuals and the staff development committee is the responsibility of library management; Library management has to develop appropriate instructional strategies, programmes, material and activities for varied levels of staff; to conduct or oversee staff development and training activities; evaluate staff development activities and make recommendations for improvements of existing programmes; when new training needs have been identified library management should create new programmes; act on evaluation recommendation and publish evaluation results as appropriate; maintain an archive of material used for staff development activities (Indiana State University Library 1998).

2.1.6 Designing a staff development programme

In order for the library manager to be certain that nothing has been overlooked he/she needs to follow a complete and thorough process. This process begins with developing needs through formal and informal assessment tools. The purpose of staff development should be clearly understood and stated in writing. The next step will be to select the right trainer from the programme. The library management therefore has to make a commitment of going beyond a training process to the application of newly learned skills. Appropriate and sufficient time to practise new skills must be planned for and then supervised.

According to Casteleyn and Webb (1993:175), when designing a training programme the key feature is the statement of objectives and it does not matter whether it is of short or long-term duration. Conroy (1989:54) argues that the

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objectives are the key factors that enable a staff development programme to move from knowing what the staff member needs to meeting those needs. If the objectives are sound and stated they can give stable and consistent direction for planning, implementation and evaluation of a programme and its activities. Webb states the following objectives of designing a training programme:

> "to ensure that the candidate receives a comprehensive induction to the library and information service, and to the organization at large; to explain the practical use of various professional skills and to ensure that the trainee is able to experience the use of these over a wide range of activities ; to create awareness of, and involve the candidate in a range of management and supervisory activities; to develop a range of technical skills; to familiarize the candidate with training responsibilities and to develop the trainee's awareness of, and skills in, interpersonal relationship and communication" Casteleyn and Webb (1996:176).

Trotta (1995:14) pointed out that in order to design a staff development programme that will bring out the best in staff, the library must have a clear idea of its training philosophy and select trainers whose styles match that of the library. What is perceived to be important by the library administration will guide the design of the training programme which will describe the intended results. This includes the standard of performance which staff have to exhibit in the workplace at the end of their training.

Several factors that might influence the outcome of staff development need to be taken into consideration. The organizer of staff development must be in a position of knowing the capabilities of the group. Resources for staff development need to be identified. If quality resources are well selected and well used they can strengthen the staff development efforts. Resources give guidance to programme design, determine the feasibility of the programme and identify alternatives that may be needed for later decision-making. Conroy (1989:54) named the basic resources, which are information and funding. Decision-making and action cannot be done without information and they depend on accuracy and accessibility of information. The programme cannot be supported without funding. The cost depends on how extensive and how intensive the training will be, on how many people will be

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involved and on time available. Therefore paring the cost will help to extend the use of staff development. Trotta (1995: 34) stressed that management should also be involved in staff development activities for managers. There is nothing more important than time management when designing a staff development programme; how much time can the library spend on any given programme and on staff development during a year? The amount of time allotted is directly tied to results. Time is money. The expense is weighed against the anticipated benefits that the library will receive as a result of the training. Other factors to consider in addition to time are printing handouts, manuals and refreshments for training.

2.2 Identification of needs

A central concern of staff development is the identification of needs. Bradely, Chesson and Silverleaf (1983:49) and Webb and Casteleyn (1993:159) agreed that when planning any programme of training and development careful thought must be given to identifying staff development needs. Identification of needs usually forms part of an appraisal process where the individual's achievements and level of job satisfaction are areas of concern. The individual and the manager will jointly discuss ways in which the latter may be resolved. According to Jones and Jordan (1988:96), identification of needs should include an analysis of change in the community served which has required a response from the library and where new objectives have been set; analysis of tasks being performed; change in library procedures and practice and analysis by the group or individual is also helpful.

2.2.1 Level of needs

In an attempt to highlight the importance and complex process of needs identification, Van Dyk et al (1997) distinguished various categories of needs which libraries should take into account when planning a staff development programme.

2.2.1.1 Macro level needs

Macro level needs refer to those national and international interest, for example "the needs resulting of technological changes, the increasing need for skilled labour and

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managerial staff, the requirement for literacy training" and "needs that may result from national developments with respect to economic, political and social factors" (Van Dyk et al. 1997:253).

2.2.1.2 Meso level needs

These needs refer to the specific requirements of the organization and of a large group of employees, frequently in the total population, with the same job classification. Aspects that may be included are the organization's mission, its strategy, its values, long and short term goals and objectives, new services, organizational changes, new policies, equipment, regulations, the pool of skills presently available, indices of effectiveness and the organizational climate (Van Dyk et al. 1997:254).

2.2.1.3 Micro level needs

These are needs which exist for one person only or a small population. They are determined by comparing the individual's performance with the required norms of competence. Factors that can influence the performance of an individual are "health, personal problems, motivation, cultural background, job satisfaction and relationships with other people" (Van Dyk et al. 1997:254).

2.3 Needs assessment

A needs assessment process "is necessary in order to develop programmes that will be truly responsive to the needs of both the organization and employees" (Trotta 1995:10). This process will allow the organisers to discover what the employees think they need and it will also allow them to determine what the organization thinks the employees need to know in order to have a successful library (Trotta 1995:10). Webb in Casteleyn and Webb (1993:139) recommended that a starting point in assessing training needs could be a review of the service itself. Its main thrust should be established, necessary improvement should be assessed, for example providing current awareness services or setting up business information services. Employees need to stay abreast of new production methods,

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changing consumer patterns and of values and needs in the labour market (Van Dyk et al. 1997:252). Every organization, irrespective of its structure has certain needs, which must be satisfied to ensure that the organization is economically viable and continues to grow. An effective and competitive organization is aware of events in the external environment.

Trotta (1995:13) believes that training needs can be identified by finding out what is currently being done by each staff member and matching that information with what should be done by each staff member and matching that information with what should be done and then establish priorities. The gap between these two provides the manager with clues to the type and amount of staff development needed within the library. Trotta (1995) pointed out that a combination of techniques can be used to identify needs. It is important to understand that one method will not provide all the information necessary to determine staff development needs. The two sources that can be combined to determine staff development needs are written sources and unwritten sources.

2.3.1 Written sources
Trotta (1995:13) mentioned four types of written sources:

A Survey: according to Trotta (1995:13) is an excellent way of determining what a library is or is not doing. It is accomplished by the distribution of a questionnaire. Questions should be brief, specific and phrased in a way that elicits short answers. It is important that surveys are conducted annually. In this way surveys will elucidate improvements that have occurred as result of training. Any new training need will be uncovered (Biddiscombe 1997:22).

The second source is **letters:** suggestions and memos of request and complaint need to be taken seriously, as they are good indicators of development needs. One should read between the lines, because often what has been written is not the entire need, but the symptom of another problem (Trotta 1995:13). The third category of sources are **minutes of meetings, logs and newsletters:** reading

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through minutes, logs and newsletters from different departments may provide information or determine the attitude that they convey. Lastly, **plans of action:** the plans may give a good idea of some of the supportive training staff will need in order to carry out projected activities. Formal written goals and objectives for different departments and how well objectives are being met can serve as sources of information to identify staff development needs.

2.3.2 Unwritten sources

Trotta (1995:14) indicated three unwritten sources of information that can be used to identify development needs. Firstly, **informal talks:** managers should consider what they hear in coffee break areas and the hallway. These are valuable clues which need to be interpreted. Note should also be taken of casual comments about personalities and situations. Secondly, **observation:** managers, staff development committees and heads of sections need to become subscribers to the "walk around" school of management. An alert and creative mind and good eyes are valuable in collecting data for development needs. After observing the needs should be recorded in writing the key observations so that they are not forgotten. Lastly, **interviews:** formal meetings either one to one or group meetings, can be good methods of identifying training needs. Questions that require more than yes or no answers should be written down. The person conducting the interview should be prepared to listen, as well as to ask questions, because people must be given chance of saying what they think they need or want. All the above mentioned sources need to taken into account when identifying staff development needs.

2.3.3 Types of needs assessment

According to Van Dyk et al. (1997:252) there are several types of needs assessment which can be undertaken.

2.3.3.1 Organizational needs assessment

Organizational needs are those needs that are unique to the organization, for example improving productivity and building morale and better competitive standards. These needs are derived from organization development activities in which aspects such as goals, objectives and priorities are determined. Organizational needs are determined so that they can be used for relating training needs to the goals and objectives of the organization and also to link organizational needs to the development and training of the individual employee. External forces that affect the organization must be identified, for example government regulations, economic realities and value systems. The growth of organizational development influences the needs for staff development. The diagnosed and planned change has implication for staff members and their responsibilities. If the organizational needs are carefully assessed, a communication between departments can be more effective; organizational structure and functions can be clarified and public image can be improved (Conroy 1989:32).

2.3.3.2 Group needs assessment

Group needs can be related to specific job level or categories of employees. Therefore the analysis of this category of needs "should enable the trainer to identify requirements in respect of interventions such as a team building programme, leadership and management training, small group problem solving and role clarification programmes" (Van Dyk et al. 1997:252).

2.3.3.3 Individual employee needs assessment

Analyzing the background, education and training, aptitude, personality, experience, knowledge and skills of individual employees can identify these needs. They are easily addressed by a variety of individual development programmes, for example induction training and technical training Van Dyk et al. (1997:253).Conroy (1989:33) pointed out that if individual needs are assessed staff can improve written and oral communication skills and improve their ability to evaluate current activities. It is important to trace the individual's progress. The best way to do this is to assess

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the progress on needs that have been recognized and identify new ones as they arise.

2.3.3.4 Job needs assessment

This type of needs assessment entails the analysis of individual jobs and tasks in order to determine the content of training in terms of required behaviour, conditions, performance and criteria of performance. That includes how well the task must be performed and also the standards which the employee must meet. Situations, which are usually indicators of need, include job change, below average performance and new services, processes and equipment (Van Dyk et al. 1997:253).

Crafton (1998) conducted research at Indiana State University Library in order to identify staff needs. She first assessed the urgent training needs among the library service staff. She wanted to get an idea of where the staff were in terms of their skill and knowledge level and to identify where gaps existed and to find out what had worked well for the staff in prior training and staff development activities and what could be done to maximize training efforts. The most urgent needs identified were in the field of technology as the foremost training concern. Specific training needs were shown to be basic computer competence, library networks CD-ROMs and special technologies used in technical services. The non-technology needs were training on diverse issues and supervisory skills.

Conroy (1989:17) pointed out two techniques for assessing staff development needs. Firstly, a survey of the needs of individual or groups to whom the learning programme is directed should be done. Secondly, a continuum needs assessments technique, which extends over a period of time can be achieved by considering early findings of an initial programme. The latter information can be used to guide programme modification and subsequent activities. The following criteria can be used to guide selection. Only valid and usable information can be gathered. Since individuals, libraries and librarianship are dynamic it is also expected that their needs will change. Needs should be therefore continuously assessed. All levels of

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personnel should be included in a needs assessment, because every individual has needs and the type and urgency of needs vary from individual to individuals . In order to minimize bias in detecting gaps and balancing different staff perceptions, a number of different services and techniques should be used. Future and present needs should be identified; broad, general and specific attitudes, expectations, knowledge and skills should be observed (Conroy 1989:18).

2.4 Staff development activities

Some of these activities were mentioned as examples of staff development activities in the introductory letter sent out with both sets of questionnaires. Allan (1999) provides an interesting alternative of developing staff skills by focusing more on work-based learning. This may involve "learning at work as well as learning through work" (Allan 1999:5). It is "likely to be linked to the immediate, medium and perhaps long-term demands of the workplace" (Allan 1999:5) and ensures that learning "is highly relevant to the needs of LIS (information and library services)" (Allan 1999 xiii). She outlines the uses of various types of activities such as interviewing, mind-mapping, feedback, shadowing, keeping diaries and videoing activities.

Allan (1999:8-9) quotes Noragh Jones (1978) who identified the following order of preference for work-related learning activities of academic librarians:

1. Informal discussions with colleagues
2. Taking an active part in staff meetings
3. Visiting other libraries
4. Writing guides/aids for readers use
5. Writing discussion papers
6. Reading library literature
7. Study for further qualifications
8. Attending conferences and meetings
9. Receiving in-service training

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10. Attending short courses

2.4.1 Workshops and Seminars.

Rubin (1991:310) pointed out several advantages of workshops and seminars. Firstly, greater control over the content of the material which can be adapted to particular organizational needs. Secondly, there is a greater knowledge of the skills of the trainer. Asiagodo (1996:56) felt that workshops and seminars "provide learning experiences and they provide new concepts and skills, update basic professional education or experience, re-emphasize aspects of professional training, provide additional competencies to make career advancement or change possible". Such meetings are expected to furnish the individual with an overview of his/her profession as a changing and evolving discipline.

2.4.2 Conferences

Dutton and Momba (1996:14) stressed that conferences are considered as important forums for the exchange and sharing of ideas, which result in the absorption of new ideas and practices that enrich an individual's knowledge. Professionals participating in professional conferences have opportunities for meeting professional colleagues and enhancing personal recognition and professional status. Asiagodo (1996:57) stated that individuals display and promote motivation for research activity. This leads to a high regard for the importance of publishing ideas and making these available to as wide a reading audience as possible.

2.4.3 In-service training

In-service training helps new recruits to learn how to work in all parts of the library system. Experienced staff members also undergo training to enable them to adapt to new or more specialized requirements of the workplace. In-service training affords staff the opportunity to become more responsible, broad-minded, flexible and confident around the workplace (Dutton and Momba 1996:14).

2.4.4 Continuing education

Kaniki (1996:87) felt that continuing education can be viewed as the development of knowledge and competence that leads to an increased effectiveness in the workplace. Participating in continuing education can help staff face challenging changes that are taking place in LIS. Continuing education helps to keep abreast and up to date with new development; to develop and maintain competence; to widen experience and practical knowledge in the practice of the profession; to promote personal job satisfaction and enhance existing qualifications.

2.4.5 Mentoring

Rubin (1991:295) pointed out that enriching employees' jobs may occur by creating a supportive environment in which they can grow in knowledge and influence. Mentoring provides an opportunity to increase self-confidence, to learn how an organization functions, to make important contacts with other individuals of influence and to increase opportunities for promotion. The benefits that are derived from encouraging and arranging mentoring opportunities should not be overlooked. Trotta (1995:40) described three different degrees and levels of mentoring. The first level is between colleagues. In this relationship a strong network of support, experience and inside information can be achieved. The second level is a trainee relationship, a day-to-day hand-on involvement can help employees improve their performance and prepare themselves for further advancement. The ability to provide constructive criticism of behaviour and performance is encouraged. Because this is a goal oriented type of relationship the focus is on developing skills and new strategies. The last level is the further responsibility taken by a trainer towards a particular employee and becoming his/her sponsor. The employee is publicly promoted, recognized by the sponsor and attention is drawn to skills and potential of the employee (Trotta 1995:41). This can be a good staff development activity insofar as giving advices and counselling employees in the work place.

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Mentors usually know, and have experience in their jobs. If that experience can be shared among new employees, staff can be developed.

2.4.6 Exchanges and visits to other libraries

The exchanging of professional staff emphasizes learning of new skills for example; library automation (Dutton and Momba 1996:14). New ideas are gained from other library staff members of other libraries.

2.4.7 IT training

Biddiscombe (1997:3) stated that the implementation of a training scheme with the aim of improving Information Technology (IT) skills of staff can have a positive impact on morale and show a minor improvement in the work environment which will have a beneficial effect on staff productivity. Biddiscombe (1997) felt that staff at all levels and in all departments need IT training and stated that its aims are to encourage confidence in IT, to improve staff proficiency in IT, to give opportunities for further development, to give staff measurable and transferable skills and to encourage professional development.

2.4.8 Customer service training

Customer service is undoubtedly a major portion of a library staff member's job. It is the vital link between an organization and the people which it serves. Customer expectations are higher than they were before. In libraries, staff are faced with changing the way employees think about themselves and the patrons. For that reason customer care training in libraries needs to be practised. By contributing to training staff will develop a sense of commitment to the process of staff development. Therefore the quality of their services will be determined by users because they use the library with the perception that their expectations will be met (Trotta 1995:78).

2.4.9 Top team development

Line and Robertson (1989:167) highlighted top team development as one of the important staff development activities. They recommended that a librarian and a senior colleague should work together so that they can share their unique experience and perspectives. The reason is that it is not feasible for a librarian to run the organization alone as no single person could have all the skills required to do this effectively in a modern environment. Top team development changes the style of management from a directive one to a more participative one. With top development the view and opinions of staff including their strengths and weaknesses, are explored in initial discussion. Almost invariably, the views and ideas concern the ways in which standards of service to readers can be improved.

2.5 Evaluation of staff development activities

The effectiveness of staff development activities has to be measured so that comparison can be made between the stated aims of the activities and the outcomes. Rubin (1991:311) pointed out that development that is directed to a particular task can be evaluated by observing job performance. The goals of staff development are more diffuse and long-term and may not become obvious for months. They cannot therefore be easily measured and verified. The usual means of measuring the success of the activities is the use of the evaluation form or questionnaire, which the participants complete after the activities. The satisfaction of users can be measured by a decrease in the number of complaints and that means staff development activities have been effective. Biddiscombe (1997: 22) stresses that it is important to request feedback after the course in order to judge how the newly acquired skills or knowledge might affect the improvement of job performance. This can be done by assigning practical work. Trotta (1995:11) was of the opinion that the opportunity to practice newly acquired skills provides repetition and reinforcement that some individuals need to complete their learning. Rubin (1991:312) felt that, instead of channelling efforts towards writing a report or gaining verbal feedback, it is preferable to concentrate on the pre-course preparation and the application of new skills after the course. Such an approach

enables management to justify expenditure by clarifying the links between development and performance.

Staff development activities should be evaluated consistently, to detect improvement and change of direction. According to Robert and Kohn (1991:52) evaluative exercises tend to concentrate upon assessment of staff development experiences, that is whether or not declared objectives have been fulfilled, whether particular objectives need to be clarified or refined, whether participants have been satisfied with experience provided and whether or not content is appropriate.

The programme for the evaluation of staff development usually stops at analyzing the forms that have been filled out by participants on the day the programme ends, or soon afterwards. If the programme has been given high marks by the majority of participants it is regarded as successful and worthwhile. But the programme can be really successful if the trainee has applied the new knowledge six months after attending the programme (Lipow 1989:91). Motivation is also important at this point. Trotta (1995:21) mentions two primary phases within the motivation cycle in which the staff development co-ordinators can exert influence. There is the involvement and reinforcement phase, where the library and not the individual is in control. The library at this point is obliged to offer learning experiences and responsibility to reward improved performance. Individual employees are carrying the responsibility of applying new skills in order to show that they have more potential. Therefore they have to commit themselves to the achievement of a greater competency level. In order for the employees to be motivated the library has to offer excellent training. For this to be done effectively, management must thoroughly understand the principles of staff development and motivation (Trotta 1995:21).

2.6 Staff development in Africa
In Africa many university libraries train their staff through various staff development activities. The fact that the quality of library services ultimately depends upon the quality of staff has been accepted by university planners in Africa (Avafia 1991:7). It

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has been suggested by the university planners that continuing education should be a common feature of African universities.

In Nigeria staff development can be traced back to 1950. The University of Ibadan, Lagos University and other academic libraries in Nigeria all participated in staff development (Nwafor 1991:178). Aboyade, Adelabu, Reevely and Akinyotu in Nwafor (1991:178), have written about aspects of staff development. Staff development in Nigeria was offered to non-professional and professional staff. Staff development activities for non-professionals were different from those of professional staff, because their development needs were different. The objectives of staff development activities for non-professional staff were to equip the staff with necessary skills to perform their routine duties more efficiently. Staff members were encouraged to participate in professional courses. In-service training was one of the staff development activities that were conducted. Staff development activities that were offered to professional staff were conferences, seminars and workshops.

In Ghana, staff development for library and information personnel in educational institutions is strongly recommended, to ensure and maintain the standard and competence of the workplace. Continuing education is regarded as one of staff development activities. "Without continuing education, occupational obsolescence inevitable becomes a real concern in university libraries, since knowledge or information and its patterns of access are accelerating at a faster rate" (Asiagodo 1996:59). It is imperative for library staff to consider staff development as a lifelong responsibility and a gateway to advancement. By doing this they will be able to meet the challenges posed by the shifting sands of a changing academic environment .

In Zambia, professional staff strive to equip themselves with updated knowledge by continuously participating in conferences, workshops and seminars. The motive behind this was to assist professionals to adjust as the profession changes along with society changes (Phiri 1996:96).

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In Botswana's educational institutions, professional and paraprofessional staff are confronted with developments in the library and information field. Because of the rapid rate of development within and outside the library profession; the impact of new technology, the ever-increasing amount of new knowledge and changing policies, staff qualifications become easily outdated. To overcome this problem staff had to engage themselves in continuing education and staff development activities in order to remain up-to-date professionally and, more importantly, to provide services that meet the challenges imposed on them by the new developments (Metzger 1996:104).

In Tanzania the concept of continuing education as a staff development activity has always been emphasized as a tool for assisting library and information specialists to improve their professional qualifications and keep abreast of developments. The activities that have been conducted are short courses on specific subject areas, seminars and conferences. In 1980, the Tanzania Library Association, together with the Ministry of Education, organized Government Lower and Higher Review courses at Manpower Training and Educational Personnel (MANTEP). Technological changes influenced Eastern and Southern African Management Institute (ESAMI) to organize courses in Tanzania, in order to enhance their professional development, acquire new knowledge and skills and to update their existing competencies. In 1994 IT training programmes were introduced in academic libraries. The University of Dar es Salaam organized several courses, seminars and workshops (Newa and Msuya 1996:47). All these examples show that efforts have been made to provide staff development activities in order to improve the skills and knowledge of librarians in Africa.

2.7 Staff development in South Africa

There is a scarcity of literature on staff development in the South African context has been scarce. It is, however, predicted that staff development programmes will be instituted rapidly and increasingly in university libraries (Lamoral 1994:52). The

radical changes in the political, social, technological and educational sectors are the challenges that South Africa is faced with, and they force the library and information sector to pay attention to staff development in order to develop skills of its staff members. Most organizations have viewed these areas of changes as the most crucial component of an organization (Sewdass 2000:19).

Zaaiman (1988:72) emphasized the fact that libraries are severely handicapped because they generally lack the unique knowledge and skills of the diverse developing communities of South Africa.

In 1992 the National Education Co-ordinating Committee commissioned the National Education Policy Investigation-Library and Information Services to respond to the continuing crisis in South African education. The NEPI-LIS report (1992:63) reiterated the need for continuing education for LIS workers who received traditional training in librarianship and who needed updating in technical and other skills. Policy options for the education system were developed by NEPI and the importance of training and development of library personnel was stressed.

Kuhn (1994:52) stressed that there is an urgent need for continuing library education in order for library and information workers to prepare themselves for the demands of a previously shackled population that now looks forward to a transformation in society.

In the discussion document that was submitted by the Arts and Culture Task Group (ACTAG), in-service education and continuing education were given as essential components in enhancing the competencies of under-qualified or inappropriately qualified personnel (ACTAG 1995).

In the South African context, the South African Qualification Authority (SAQA) was established in 1995. The statute established the National Qualifications Framework (NQF), on which all South African education and training qualifications are to be

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specified in outcome-based formats. In other words, SAQA-NQF was established to improve the quality and functioning of the education and training system. The purpose of the NQF is to create an integrated national framework for learning achievements; facilitate access, mobility and progression with education, training and career paths: enhance the quality of education and training: accelerate the redress of past unfair discrimination in education; enhance training and employment opportunities and contribute to the full personal development of each leaner and the social and economic development of the nation at large (Luckett 1999:1-13). The SAQA-NQF mission encouraged organizations to take staff development issues seriously and will have far-reaching implications on staff development in library and information services.

Kaniki (1997:1) stated that continuing education has been seen as a means of uplifting and upgrading library personnel to cope with the changes that have been brought to the country by socio-political circumstances.

The importance of staff development is reflected in the legislation which has been tabled in the 1990s. In 1998 the Employment Equity Act was passed. Its aim was to speed up the creation of a representative and equitable public service and to build an environment that supports and enables those who have been historically disadvantaged by unfair discrimination to fulfil their maximum potential within it, so that the Public Service may derive the maximum benefit of their diverse skills and talents to improve service delivery (White Paper 1998:4). Lamoral (1994:133) opined that affirmative action in academic libraries calls for participative and flatter organizational structures, as well as increased efficiency and the provision of improved services to users. The implementation of Affirmative Action has necessitated staff development, because the person will be doing a job that is different from what he/she has been familiar with. This means that job orientation has to be done as part of staff development.

The Employment Equity Act No.55 was passed in 1998 to achieve equity in the workforce and to redress past imbalances by promoting equal opportunity and fair treatment in employment through the elimination of discrimination and by implementing affirmative action measures to overcome the disadvantages experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workforce. This must also be considered when planning staff development, because staff need to be trained to gain experience. Their skills also need to be developed to upgrade themselves so that they can be competent in the workplace (White Paper 1998:5).

The Skills Development Act, Act No.97 was passed in South Africa in 1998 to develop the skills of the South African workforce in order to improve the quality of life of workers, their prospects of work and labour mobility and to ensure the quality of education and training. This means staff development is important in order to develop and upgrade the skills of the workers (White Paper 1998:9). The Act seeks to encourage employers to use the workplace as an active learning environment to provide opportunities for new entrants in the labour market.

The seminar organized by the Centre for Higher and Adult Education was held in Cape Town from 13-15 March 2000. The main concern of the seminar was staff development in higher and further education. It was argued that the increased number of first generation staff is of the utmost importance and makes staff development a compulsory component of institutional life. First generation staff refers to those who got their qualification before radical changes were introduced. (Centre for Higher and Adult Education:2000). The need for staff development in academic libraries has become more pressing because of the increase in the rate of obsolescence of traditional ideas and techniques and the generation of new ideas and techniques. Librarians must therefore engage themselves in staff development activities in order maintain an efficient service in the face of growing pressure from students and academic staff.

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2.8 Eastern Seaboard Association of Tertiary Institutions (ESATI)

ESATI is an inter-institutional co-operative project aimed at fostering a coherent system of higher education on South Africa's eastern seaboard. It is a consortium/association formed by all universities and technikons in KwaZulu-Natal. It aims to co-ordinate the work of these institutions and strengthen higher education in the region. It has been operating as an Association since 1996 although it has been in existence since 1992. This Association works with the following institutions in the region: Mangosuthu Technikon, ML Sultan Technikon, Technikon Natal, Technikon Southern Africa((TSA), University of Durban Westville(UDW), University of Natal, University of South Africa(UNISA) and University of Zululand (esATI 2000). The aims of ESATI were to address problems created by apartheid in higher education; restructure regional and national higher education for a democratic, non-racial, non-sexist South Africa and to formulate policy frameworks for long-term restructuring of education and training in the region. ESATI was founded in response to, firstly, the system-wide crisis in higher education in the KwaZulu-Natal region, as well as in South Africa in general, and secondly, in response to the need to develop an integrated approach to education and training which will better serve national reconstruction and the human, social and economic development needs of the region and of South Africa (ESATI 2000). ESATI also aims to encourage staff development in tertiary institutions. The establishment of ESATI should have a positive effect on staff development activities in the region.

Transformation and nationalization of higher education systems and structures make staff development highly sought-after, so that staff can face the challenges of transformation. Other stakeholders can be developed and can co-operate to provide powerful solutions to the problems and challenges of higher education.

2.8.1 Eastern Seaboard Association of Libraries (ESAL)
ESAL is a co-operation among libraries within the region in terms of an agreement signed between librarians and vice-chancellors. It aims to create common, effective,

cost-efficient library resources for students and academics in the region. ESAL is made up of six institutions, which are members of ESATI and the University of Natal is one of them (ESAL 2000). Some projects that are involved in ESAL are suitable for study. One of benefits is shared library staff development programmes. Another ESAL project is the consultation with member institutions and libraries outside the region to allow for further development of institutions and curricula.

The fact that institutional curricula will be developed is reason enough to calls for staff development, so that staff adapt to changes that will be made. Staff development goes hand in hand with change and development of the curricula if the curricula are developed staff also needs to be developed (ESAL 2000).

2.9 Summary
It is clear from the literature that due to the changes that are taking place staff development is needed and various actions to ensure that it takes place should be introduced. A brief description of staff development is given. The reviewed literature has revealed that staff development helps to redress staff deficiencies, either educational or attitudinal, which prevent staff from performing at a given level or in the given circumstances. The aims of staff development, from the perspectives of different authors are discussed. Principles that should be followed when planning for staff development are mentioned. The responsibilities of library staff in staff development are stated. The way in a which staff development programme should be designed is given. Types of staff development activities and the way in which they help in developing staff are outlined. The ways in which needs can be identified are listed and the type of needs assessments and levels of needs assessment are stipulated. The ways of evaluating staff development activities are elucidated. Staff development activities in Africa and South Africa are briefly discussed.

Chapter 3: Research method used

This chapter describes the research methods employed in the study, including the data collection instrument, research population and data analysis.

3.1 Literature search

The search for relevant literature enables the researcher to learn what other work has been done in relation to the problem to be investigated and avoids duplication. Important understandings and insights necessary for the development of a logical framework into which the problem fits can be gained (Gay 1976:24). Research methods used and evaluated in similar studies can be assessed (Gay 1976:24). Familiarity with related research also makes the interpretation of the results meaningful, as they can be discussed in the light of what has gone before.

3.2 Choice of research method

An exploratory survey was used, because it enables one to gather information of empirical knowledge of a contemporary nature (Busha and Harter 1980: 53). In the first place, it increased the researcher's familiarity with the phenomenon in question. In the present study the phenomenon in question is staff development activities. Secondly, it was used to establish priorities for future research. Thirdly, new problems could be identified. Because the purpose of the present study was to investigate the practical application of staff development activities, the exploratory survey was useful. Among the specific kinds of exploratory surveys that are mentioned by Powell (1985:54) the experience survey seemed to be applicable in the present study. The experience survey was aimed at gathering and synthesizing the experiences of specialists in a particular field. It is exploratory in such a way that it aims to obtain insight into the relationship between variables (Powell 1985:54). In the present study the researcher's primary interest was to gain ideas about, and useful insights into staff development, including the improvement of staff development activities. An experience survey enabled the researcher to establish priorities for research in the area of, and summarise the knowledge of, practitioners

concerning the effectiveness of various methods and procedures in a particular field (Powell 1985:54). In this study the knowledge of practitioners regarding the effectiveness of staff development activities offered to various levels of library staff, or particular departments, was summarised.

3.3 Data collection method

Since Bird's (1996) study deals with identifying needs for in-service training which is one aspect of staff development activities and therefore relevant, the survey method she used was adopted for the present study. Bird (1996) conducted an exploratory survey with the purpose of obtaining more basic information which could be used to identify the needs of staff and the way in which objectives for in-service training were met.

Two questionnaires were constructed in order to elicit views from both the library staff and from the library management team in as far as staff development is concerned. Questionnaires were also used because it was not feasible for the researcher to conduct interviews due to time and financial constraints. The libraries on the Durban campus were more than 80km from Pietermaritzburg.

According to Powell (1985: 84); Sapsford (1999:111); Burton (2000:319) and Busha and Harter (1980:61) the self-administered questionnaire is suitable for collecting exploratory data. It has both advantages and disadvantages. Some of its advantages are that, it has the potential of allowing the collection of a large amount of data within a short period of time. Questionnaires in an exploratory survey allow the collection of insightful information about relatively unexplored problem areas or subjects. The fixed format of questionnaires eliminates variations in the questioning process which means that the content and organization of a questionnaire will not change once the questions have been written in their final version and included in the questionnaire. Questionnaires encourage frank answers. It is easy for the researcher to guarantee anonymity because respondents will not complete the

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questionnaire in the presence of the researcher. Questionnaires helps to gather background information about the respondents.

The disadvantages of a questionnaire are that respondents cannot ask for clarification if they do not understand the question, however conducting a pre-test can solve this problem. The verification of the accuracy of questionnaire responses might sometimes be difficult. Direct and poorly worded questions might cause inhibition on the part of respondents. Some potential respondents may be antagonistic towards the questionnaire regardless of the purpose of or the quality of the instrument distributed.

3.3.1 Format of questionnaire

The questionnaire was designed in such a way that it attempted to fulfil the objectives of the study listed in Chapter one. The questionnaires were semi-structured composed of both closed and open-ended questions.

The closed questions were drafted in advance, complete with all the possible questions which would be given (Newell 1993:102). Closed questions have some advantages and disadvantages. The advantages are that closed questions can be pre-coded and responses can be easily entered in a computer and that they save time and money (Newell 1993:101). The disadvantages of closed questions are that they force the respondent to choose among the answers provided, thereby limiting possible responses. With closed questions the respondents were given a limited number of answers from which to choose. The reason why the number of closed questions used in this study is smaller than the open-ended questions is that a limited set of possible replies can force respondents to select inaccurate or inappropriate answers, as there might be no applicable answers.

Open-ended questions are described by Newell (1993:102) as those questions that allow individuals to respond in a way they wish. Open-ended questions in the questionnaire were used because the options could not be predicted. For instance,

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in many cases respondents were asked to give reasons for their answers. In an open-ended question the respondents were given freedom to decide the aspect, form, detail and length of his/her answer (Moser and Kalton 1979:343). Because the researcher's interest lies in the exploration of staff development activities in UND libraries, open ended questions were found useful.

Newell (1993:103) pointed out the drawbacks of open-ended questions, the researcher is required to spend time considering and recording an answer and might have to deal with responses that are ambiguous, wide- ranging and difficult to categorise, as well as time consuming to code and analyse. De Vaus (1993:87) felt that it was worth using the combination of open and closed questions. He suggested that a closed question should be used to see if a respondent has thought about or aware of the issue. Thereafter open questions can be used to gain a general feeling. In this study the issue was staff development and open questions were used to get a general feeling about staff development. Closed questions can be used to get at specific aspects and open-ended questions to find out respondents' reasons for their opinions. But most questions were open-ended. According to Powell (1985:88) open-ended questions are useful, especially for an exploratory survey, because they allow the respondents to freely discuss and express personal views and opinions. Open-ended questions allow respondents to convey the finer shades of their attitudes to their own satisfaction instead, of being forced to choose one of several statements that may all seem more or less unsatisfactory.

The questionnaires were accompanied by covering letters shown in Appendix C and D. According to Powell (1985:102), a covering letter is important because it explains the purpose of the study and stresses the importance of each person's response. People will be more likely to complete the questionnaire if a covering letter stresses the potential usefulness to the respondents of the study. It increases the response rate, as well as helping to ensure frank answers. The confidentiality or

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confidentiality or anonymity for all respondents must be guaranteed. To obviate any confusion, a definition of staff development was provided and examples were given.

3.3.2 Pre-testing the instrument

According to Babbie (1990:220), there is a distinction between a pre-test and a pilot study. He states that pre-tests are used to test one or more aspects of the research design, such as a questionnaire or a computer program for analysis. A pilot study "refers to miniaturized walk-throughs of the entire study design" Babbie (1990:220). This means the entire research process must be tested. Babbie recommends that it is worthwhile to pre-test an early draft of what ultimately will be a self-administered questionnaire. The reason for this is that this procedure permits a better determination of problems that can cause confusion during the completion of the questionnaire. Having two or more people available for completing the pre-test questionnaire could result in the identification of major problems (Gay 1976:131).

Busha and Harter (1980:76) state that the questionnaire ought to be pre-tested among respondents who are similar to the population that is targeted for the anticipated survey project. Pre-testing the questionnaire should yield data concerning instrument deficiencies and suggestions for improvement. Pre-test subjects should be told that they only participating in the pre-test only (Gorman and Clayton 1997:100). Pre-test subjects should be encouraged to make comments and suggestions concerning the instructions and the wording of questions and specific items (Gay 1976:131).

3.3.2.1 Population for the pre-test

A small sample of subjects was drawn from the staff of the library of the University of Natal Pietermaritzburg (UNP) for the pre-test. The reason for choosing UNP staff members is that they hold identical positions to their counterparts in Durban, and they are part of the same institution. The questionnaires for the pre-test were distributed to six staff members and three library management staff. The covering letter was attached to the questionnaire. It encouraged critical comments and

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suggestions about questions, arrangement of questions and about staff development activities in general. The letter head of the School of Human and Social Studies in Appendix C and D was used in the covering letter to indicate that the research was approved by the School. They were also told that they were participating for the pre-test only. Useful comments and suggestions regarding the format, structure and content were received and implemented.

3.4 Population of the study

The research population consisted of qualified and non-qualified library staff involved in library tasks at the University of Natal libraries, Durban. Library tasks involve library related work that included working with students. The reason for choosing non-qualified staff is that they also require staff development to develop their skills. Examples of non-qualified staff are those working at the Interlibrary loans and at the Issue desks. The whole population was surveyed as there are only 72 staff members including the management team. This includes 21 qualified staff, some with library and information science degrees and diplomas and also qualified staff holding qualifications which are not in the library field

3.4.1 Administering the questionnaire

Two questionnaires as shown in Appendix A and B were given to the subjects. One was directed at staff members and the other at members of management. Instead of distributing 72 questionnaires 70 were distributed because two staff members were on leave. Out of 70 questionnaires which were distributed, 35 were returned. Of these 35 responses 29 were from staff members and 6 from management members. Babbie (1990:176) recommended that questionnaires should be personally delivered because they produce a higher completion rate than mailed questionnaires. The researcher therefore personally delivered the questionnaires to the respondents with the assumption that there will be a positive outcome for the delivery.

3.5 Data analysis

The Statistical Package for the Social Sciences (SPSS) was used for the statistical analysis of the data in this study. Descriptive analysis is used because it organises the data at hand and renders it more comprehensible (Mouton 1996:25; Borg and Gall 1989:336). According to Terreblanche and Durrheim "coding involves applying a set of rules to the data to transform information from one form to another" (1999: 98). The researcher therefore needed to transfer the information provided in the questionnaire into meaningful numerical format. The coding process requires two steps, one being a decision on the categories to be used and the other being the allocation of individual answers to them. This set of categories is referred to as the coding frame (Moser and Kalton 1979:415). With open-ended questions the researcher examined all the answers on a particular question. New answers that were encountered and frequency of their occurrences were recorded. Once the categories and frequencies were known, the required number for columns were assigned on a coding frame and codes assigned (Bailey 1982:353). The coded data were tabulated for statistical analysis. The Statistical Package for Social Sciences (SPSS) was used to analyse the coded tabulated data.

3.8 Summary

In chapter three the research design for this study is described. Details of the data collection instruments, their administration and the methods of data analysis are given.

CHAPTER 4: Results of the library staff surveys

The results of the two surveys of the staff and management of the UND libraries which was conducted by means of questionnaires are reported in this chapter. The purpose behind each question that was asked is explained and the results are reported. The results will be presented in tables with a brief explanation. The order of the presentation will follow that of the questionnaire. The interpretation and discussion of findings appear in Chapter 5.

4.1 Results from the library staff survey

The results of the 29 questionnaires returned by library members are reflected in this section.

Table 1: Period of work in UND libraries

Period	N=29	Percentage
5 months	2	6,9%
2 years-5 years	4	13,8%
6 years-9years	3	10,3%
10 years-13 years	9	31,0%
14 years-17 years	2	6,9%
18 years-21 years	4	13,8%
22 years-25 years	2	6,9%
26 years-29 years	1	3,4%
30 years-33 years	2	6,9%
Total	29	100%

In question 1 staff members were asked to state the period for which they have worked in one of the UND libraries giving years and months. What is observable is of the 29 respondents 20 have worked in the UND libraries for more than 10 years.

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Table 2: Present position held

Position	N=29	Percentage
Library assistant	19	65,5%
Subject librarian	3	10,3%
Library administrative officer	1	3,4%
Interlibrary loan assistant	1	3,4%
Head information services	1	3,4%
Library secretary	1	3,4%
Cataloguer	1	3,4%
Book binder	1	3,4%
Supervisor	1	3,4%
Total	29	100%

In question 2 staff members were asked to state the positions they hold in their libraries. What is significant is that out of 29 respondents 19 (65,5%) were library assistants. What is notable about these library assistants is that almost 50% of them do not have tertiary qualifications. In most cases, library assistants need staff development because they are not familiar with the library training which is carried out in tertiary education.

In question 3 staff members were asked to list their ten most important daily activities, in order to compare them with their staff development needs. Unfortunately they did not all list them and therefore the responses were not included. It was thus not conclusive as to whether staff needs match the jobs that they are actually doing.

Table 3: Highest qualification of staff members

Qualification	N=29	Percentage
No Matric	2	6 ,9%
Matric	13	44,8%
Diploma in Adult Education	1	3,4%
Diploma in Public Relations	1	3,4%
Diploma in Library Science	4	13,8%
Diploma in Computers	1	3.4%
Engineering	1	3,4%
B.Soc.Sc	4	13,8%
B.Bibl. Honours	1	3,4%
Master of Information Studies	1	3,4%
Total	29	100%

Staff members were asked to state their highest qualification. Nearly half the respondents (44,8%) have no tertiary qualification. The other half of staff members have tertiary qualifications in different fields. Six staff members have tertiary qualifications in library and information science. Another five staff members have tertiary qualifications in other fields.

Table 4: Year of completion of highest qualification

Year	N=29	Percentage
1960-1969	3	10,3%
1970-1979	6	20,7%
1980-1989	10	34,5%
1990-1999	9	31,0%
2000	1	3,4%
Total	29	100%

Staff members were asked to give the years in which they passed their highest qualifications. What is notable is the large number of staff members who attained their highest qualification two decades ago, which indicates that their formal educational experience has long been out-dated. The reason behind this question was to find out whether their skills are relevant and in demand in the market place.

Table 5: Institution where highest qualification obtained

Institution	N=29	Percentage
University	10	34,5%
Technikon	2	6,9%
College	4	13,8%
High school	13	44,8%
Total	29	100%

Staff members were asked to name the institutions in which they completed their highest educational qualifications. The motive behind this question was to establish the number of those who went to tertiary institutions and those who did not.

In question 5 staff members were asked whether or not they were aware of staff development activities taking place in their libraries. Twenty (69,9%) stated that they were aware of these activities and nine (31,0%) claimed that they were not aware of these activities.

In question 6 staff members were asked if they have participated in staff development activities while working in their present position in a UND library. Twenty (69,0%) have participated in staff development activities and nine (31,0%) have not. The results from question 5 and 6 coincide in that nine staff members (31,3%) claimed to be unaware of staff

development and did not participate in any staff development activity. It raises a question as to why this 31,3% were not aware of these activities because they have been working in UND libraries for more than 5 years. It is not clear why they were not aware and did not participate in staff development activities.

Table 6: Date of most recent participation in staff development activities

Year of participation	N=20	Percentage
1998	1	5 %
1999	3	15%
2000	16	80%
Total	20	100%

In question 7 staff members were asked to state the time when they last participated in staff development activities. This question aimed to establish how recently staff development activities have been attended. It is encouraging and interesting that 55,2% participated in staff development activities in the year 2000. This shows that staff development activities are being undertaken in UND libraries at present.

Table 7: Staff development activities in which they have participated

Activities	N=20	Percentage
IT training	14	70%
Workshops	3	15%
Mentoring	1	5 %
Courses	1	5 %
Seminar	1	5 %
Total	20	100%

As part of question 7 staff members were asked to the describe staff development activity in which they have most recently participated. The

majority of the population (48,3%) participated in IT training. The findings indicate that IT training is in demand. This confirms that technology is an important factor in the current working life of a library employee.

Table 8: Reasons for participating in staff development activity

Reason	(N=20)	Percentage
Improve skills	19	95%
Gain knowledge	12	60%
Improve productivity	10	50%
Total	41*	205*

*Multiple responses received

Multiple responses refers to the fact that a respondent can select more than one answer from the choice provided, thus increasing the total percentage to over 100%. In question 8 staff members were asked to give reasons why they have participated in staff development activities. Nineteen (95%) participated in order to improve skills; Twelve (60%) participated in order to gain knowledge and ten (50%) participated in order to improve productivity.

In question 9 staff members were asked if they have gained anything from participating in staff development activities. Nineteen staff members (95%) indicated that they have gained from participating in staff development activities. Twelve staff members (60%) participated in order to gain knowledge. One staff member (5%) stated that it was not applicable.

Table 9: Reasons for claiming that staff have gained from participating in staff development activities

Reason	(N=20)	Percentage
Increased knowledge	19	95%
Improved skills	19	95%
Gained confidence	7	35%
Gained competence	6	30%
Not applicable	1	5%
Total	52*	260%*

*Multiple responses received.

Staff members were asked to give reasons for their gain or lack of gain from attending the most recent staff development activities. Nineteen staff (95%) claimed that their knowledge had increased and their skills were improved (as would be expected after they had participated in a staff development activity).

In question 10 staff members were asked if their expectations were met. Seventeen staff members (85%) indicated that their expectations were met. This question was asked to find out whether staff development activities have served a role in satisfying staff needs. Staff members were asked to give the reasons why they said their expectations were met. Twelve staff members (60%) indicated that they could work more efficiently. Fifteen staff members (75%) indicated that had gained more knowledge. Seventeen staff members (85%) indicated that they have gained new skills. Those who said that their expectations had not been met did not give reasons for their answers.

In question 11 staff members were asked if they had participated in any form of evaluation of the staff development activity. Seven staff members (35%) indicated that they had participated in evaluation and thirteen staff members (65%)

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indicated that they had not.

Question 12 was restricted to the seven staff members who did participate in the evaluation of staff development activity. They were asked to give details of the evaluation in which they participated. One staff member (14,2%) participated in verbal feedback after participating in a staff development activity. Three staff members (42,8%) filled in an evaluation form after participating in a staff development activity. Three staff members (42,8%) did practical work after participating in a staff development activity, in order to apply the new skills or increased knowledge.

Table 10: Other staff development activities participated in

Activity	2000	1999	1998	1995	1990
IT training	30	25	15		
Courses					20
Workshops					
Seminars			10		
Visit to other libraries		10			

The difference between a workshop and a course is that, a workshop takes one to two days whereas a course takes more than a month. In question 13 staff members were asked to state other staff development activities in which they have participated. Many participated in IT training very recently. This shows the increasing emphasis on, and importance of, this form of training.

Staff members were asked to describe any other reasons why they participated in other staff development activities. Ten staff members (50%) participated in order to gain skills and six staff members participated in order to gain competence.

In question 14 staff members were asked if they have gained anything from participating in these other staff development activities (question 13). Eight staff members (40%) stated that they had benefited from participating in other staff development activities and two staff members (10%) stated that they had not benefited.

Table 11: Benefits resulting from participation in other staff development activities

Reasons	N=20	Percentage
Enhanced skills	8	40%
Improved work efficiency	7	35%
Gained confidence	6	30%
Gained competence	3	15%
Programme "failed to sustain"	2	10%
Total	26*	130%*

* Multiple responses received.

Staff members were asked to give reasons for their answers to question 14. Two staff members (10%) commented that the programme "failed to sustain", although their exact meaning is unclear.

In question 15 staff members were asked if their expectations for participating in staff development activities were met. Nine staff members (45%) indicated that their expectations were met. Two (10%) indicated that their expectations were not met. Staff members were asked to give the reason for their answers to question 15. Nine (45%) said their knowledge was increased. Nine staff members (45%) said that their skills were enhanced.

In question 16 staff members were asked whether or not they have participated in any form of evaluation of staff development activities. Only two staff members (10%) indicated that they have participated in some form of evaluation. In

question 17 staff members were asked to give details of their evaluation. One (5%) participated in verbal feedback and one (5%) filled in evaluation forms. This shows that the trainers are aware of the fact that staff development activities need to be evaluated in order to assess their effectiveness.

Two separate questions were asked as to whether staff should determine which staff development activities should take place in a library were asked. Question 18 was directed at those who were aware that staff development activities were taking place in their libraries and question 22 was directed at those who claimed that they were not aware of staff development activities. Answers for both questions18 and 22 were combined to get all the views from staff members. They were asked to give reasons for their answers. Twenty eight staff members (96,5%) indicated that it was imperative that staff should determine which staff development activities should take place because staff have different needs. Nineteen staff members (65,5%) stressed that staff know their needs and therefore they should be given every opportunity to determine staff development activities that are suitable for their needs. Eleven staff members (37,9%) indicated that it is staff who know their area of development and the extent to which they have been developed. Ten staff members (34,5%) raised the point that staff have different qualifications. These responses indicate that their needs could never be the same.

In question 19 and question 23 staff members were asked two separate questions on suggestions and comments regarding staff development in order to provide an opportunity for those who claimed that they were not aware of staff development activities. Multiple responses to these questions were received and they were combined to make one question. Twenty three staff members (79,3%) suggested that staff should be encouraged to participate in staff development activities. Seventeen staff members (58,6%) suggested that staff development activities should be conducted regularly. Seventeen staff members (58,6%) commented that staff development activities increase job performance. Sixteen staff members

(55,1%) commented that staff development activities motivate staff. Fifteen staff members (51,7%) suggested that staff opinions should be considered when designing staff development programmes. Twelve staff members (41,3%) commented that staff development activities improve skills. Eight staff members (27,6%) commented that staff development activities improve self-esteem. Five staff members (17,2%) commented that staff development activities give a sense of recognition. It is encouraging to see the attitude of staff, who will engage in staff development activities because they know that they will be helpful in their job performance and careers, in general.

Question 20 was restricted to staff members who did not participate in any staff development activities. They were asked to list three staff development activities which they considered to be most important if staff development activities were to take place in their libraries. They were also asked to give reasons for their answers. Five (55,5%) listed customer care training as being the most important staff development activity. Four (44,4%) considered seminars as the most important staff development activity. Two (22,2%) considered conferences as the most important staff development activity. Nine (100%) considered IT training as the most important staff development activity. As for the reasons why they stated the activities as being the most important ones, eight (88,8%) indicated that they enhance their skills. Nine (100%) said that they improve the staff's knowledge. Although they have never participated in staff development activities, they appeared to know the value of participating in staff development activities.

In question 21 staff members were asked to state who should be responsible for the planning and implementation of staff development activities. Three (42,8%) indicated that management should be responsible for staff development activities. Five (71,4%) thought that staff members and management together should be responsible for staff development

activities. One (22,2%) replied that a staff representative should be responsible for staff development activities.

4.2 Results from the management survey

Out of the six questionnaires that were handed to management staff members all six were returned. This was therefore a 100% response rate from management.

Table 12: Duration of management position held

Period	N=6	Percentage
2 years	2	33,3%
3 years	1	16,7%
5 years	2	33,3%
14 years	1	16,7%
Total	6	100%

In question 1 the management team was asked to state how long they have held management positions in the UND libraries.

In question 2 members were asked if their libraries offer staff development activities of any kind. All six (100%) indicated that they offer staff development activities.

Table 13 : List of staff development activities in UND libraries

Activity	N=6	Percentage
IT training	6	100%
Courses	5	83,3%
Workshops	4	66,7%
Conferences	3	50,0%
Key performance areas	1	16,7%
Total	19*	316,7%*

* Multiple responses received.

The management team was asked to list any staff development activities which have taken place in their libraries in the last five years. Six (100%) listed IT training, five (83,3%) listed courses, four (66,7%) listed workshops, three (50,0%) listed conferences and one (16,7%) listed key performance areas.

Table 14: Frequency of staff development activities

Activity	Monthly	Twice a year	Annually	Irregularly	When available
IT training	33,3	16,7	33,3	16,7	0
Courses	0	16,7	33,3	33,3	16,7
Conferences	0	0	33,3	16,7	0
Workshops	0	0	16,7	16,7	16,7
Key performance areas	0	0	0	0	16,7

Management members were asked to indicate how often staff development activities took place in their libraries. According to 33,3 % of the management team IT training is done on monthly basis. Another 33,3 % indicated that it is done annually. It is notable that almost all staff development activities are conducted annually except, for key performance areas.

In question 5 management members were asked if they had participated in any management staff development activities. Five (83,3%) had participated in management staff development activities. One management member (16,7%) had not participated and the reason for not participating was not given.

Table 15: Staff development activities attended by management

Details	N=6	Percentage
Workshops	4	66,7%
Customer care	3	50,0%
Budget	2	33,3%
Target selection	2	33,3%
Presenting seminars or papers	2	33,3%
Diversity management	2	33,3%
Website design	1	16,7%
Total	16*	265,6%*

*Multiple responses received.

Table 15 reflects the types of staff development activities designed for management which they have attended. The majority of the management team (66,7%) participated in workshops.

In question 7 management members were asked to list the aims of staff development activities in their libraries. All respondents (100%) stated that they want staff members to get appropriate skills. Four (66,7%) stated that they want to encourage lifelong learning. All of the respondents (100%) stated that they want job performance to be improved. Three (50,0%) stated that they want to encourage professional activities.

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Management staff were asked in question 8 to indicate who is responsible for the establishment of staff development activities. One of the respondents (16,7%) indicated that management is responsible for the establishment of staff development activities. Five respondents (83,3%) replied that heads of sections are responsible for the establishment of staff development activities.

In question 9 the management team was asked to mention ways in which staff development needs are identified. One management member (16,7%) answered that staff members are allowed to identify their own areas of needs. Four management members (66,7%) replied that heads of sections identify their staff's needs.

In question 10 the respondents were asked whether individual staff members participated in the planning and implementation of staff development. Four management members (66,7%) said yes and two management members (33,3%) indicated that individual staff do not participate in the planning and implementation of staff development activities.

In question 11 the management team was asked to mention ways in which individual staff members have participated in the planning and implementation of staff development activities. Three management members (50,0%) referred to surveys as a way in which staff members could help to determine and plan for staff development activities. One respondent (16,7%) stated that staff members are selected as members of a staff development committee. Three management members (50,0%) replied that staff members are given chances to identify their needs. Multiple responses were given.

In question 12 respondents were asked whether, in their opinion, the objectives of staff development activities had been fulfilled and to give reasons for their answers. Five (83,3%) indicated that they were fulfilled and one (16,7%) said that they were not. Five management members (83,3%) stated that after staff members had participated in staff development activities job performance was improved. Four of them (66,7%) felt that staff knowledge was increased and four (66,7%) stated that new skills were gained. One management member (16,7%), who had indicated that staff development objectives were not fulfilled, remarked on the fact that staff development is never complete and therefore one cannot say whether objectives had been fulfilled or not.

In question 13 the management team was asked if there were any methods in place to evaluate staff development activities in their libraries. If there were, they should give details. Five of the respondents (83,3%) stated that there were no evaluation methods in place. One management member (16,7%) wrote that after participating in staff development activities staff members were asked to fill in an evaluation form.

When asked in question 14 whether or not they think staff development activities have had any effect on job performance, all of the respondents (100%) answered in the affirmative.

Table 16: Effects of participation in staff development activities on job performance

Reason	N=6	Percentage
Sense of recognition	6	100%
Skills improved	6	100%
New skills applied	4	66,7%
Coped with change	3	50,0%
Work confidence improved	3	50,0%
Total	21*	366,7*

*Multiple responses received.

The management team was asked to give reasons for stating that staff development activities had had any effect on job performance. Six (100%) replied that staff development activities make staff members feel recognised in the workplace. All of the respondents (100%) stated that staff development activities improve skills. Four respondents (66,6%) felt that staff development activities enable staff to apply new skills. Three (50,0%) were of the opinion that staff development activities enable staff to cope with change. Three (50,0%) indicated that staff development activities enable staff to work with confidence. It is encouraging and interesting to note that staff development is viewed by management as an important tool for improving job performance.

In question 15 the team was asked if the recent legislation, for example, the Skills Development Act, the Employment Equity Act or the South African Qualifications Authority, had had any effect on staff development activities. Although no specific details were given, two respondents (33,3%) thought that legislation encouraged work performance. Three (50,0%) felt that legislation encouraged participation in continuing education.

In question 16 the respondents were asked to give the strengths of staff development activities. Five of the management team (83,3%) stated that

staff development activities lead to better job performance. Four (66,7%) were of the opinion that staff development activities help staff to work efficiently. Three (50,0%) responded that staff development activities help to identify work deficiencies. Three (50,0%) felt that staff needs could be identified through staff development activities. Two management members (33,3%) replied that staff development activities lead to better relationships in the workplace. Two (33,3%) opined that staff members feel a sense of recognition after participating in staff development activities.

The management team was asked to give the weaknesses of staff development activities question 17. The opinion of all the respondents (100%) was that the budget for staff development activities is low. Three (50,0%) pointed out that staff development activities are not conducted regularly. Two management members (33,3%) felt that staff members are reluctant to participate in staff development activities but the reasons for the reluctance were not given.

Table 17: Suggestions on staff development activities

Suggestions	N=6	Percentage
Encourage staff participation	5	83,3%
Key to staff development	3	50,0%
Improve competence	3	50,0%
Proper budget	3	50,0%
Needs analysis	2	33,3%
Evaluated regularly	5	83,3%

In question 18 the respondents were asked to give suggestions and comments on staff development activities. Five management members (83,3%) suggested that staff members should be encouraged to participate in staff development activities. Three of the respondents (50,0%)

commented that staff development activities are the key to development of staff. Three (50,0%) felt that staff development activities improve competence. Three (50,0%) suggested that there should be a proper budget for staff development activities. Three (50,0%) felt that there should be needs analysis before implementing staff development activities. Five management members (83,3%) encouraged the regular evaluation of staff development activities.

4.3 Summary

In chapter 4 the results of the surveys concerning staff development activities are presented. The answers that were given by respondents, comments and suggestions on staff development are discussed. The results of most questions are shown in the form of a table.

Chapter 5: Discussion

The purpose of the present study was to investigate staff development activities that exist at the UND libraries. The objectives of the study were: to investigate what staff development activities exist at the UND libraries; to identify how staff development objectives are met; to find out about staff development needs; to assess the effectiveness of staff development activities in developing staff and to canvass staff views and opinions on staff development. In chapter 5 the most significant findings are emphasized and discussed. This chapter presents an interpretation of data from the survey in the light of information presented in the review of related literature.

5.1 Characteristics of the population

Biographical-type information about selected characteristics of the population was requested and gathered in the questionnaire. Relevant details concerning the population were revealed which put the population in context.

5.1.1 Period of work in UND libraries

Out of 29 respondents in the library staff questionnaire, 31,0% have worked for more than 10 years in UND libraries. Thirty one percent of staff members have worked for fewer than 10 years. This indicated that some staff members might have been in the field for many years and their skills might be outdated. For this reason they are likely to need updated skills. Their performance in relation to their present and future responsibilities may be inadequate and what they knew might need to be tailored to fit new situations and changed circumstances. Table 12 indicates that 33,3% of management members have held their particular managerial position for 2 years, 16,7% has held the position for 3 years, 33,3% have held the position for 5 years and 16,7% have held the position for 14 years. This indicates that management staff are not new in their jobs and are therefore expected

to be aware of staff development activities and how to go about implementing and planning these activities.

5.1.2 Position held and qualification attained

More than half of respondents in the staff survey (65,5%) were library assistants and 10,3% were subject librarians. Table 3 shows the present qualifications of staff members who hold positions in UND libraries which are shown in Table 2. At library assistant level 34,5% had matriculation as their highest qualification and 6,9% had no matriculation nor tertiary qualification. One had standard eight and one had standard six. Four had Library and Information Science Diploma. Staff members who hold library assistant positions attained their qualifications between 1969 and 1989. Nine respondents 31,0% attained their qualifications between 1990 and 1999, these results are shown in Table 4 which presents the year of completion of highest qualification. For those who completed more than a decade ago, there is a risk that educational skills and experience may be outdated. The nature of the development of the information industry makes different qualitative and knowledge demands upon the workforce. Because of the technological advancement and changing nature of students population staff has to gain a professional qualification. Those qualifications can contribute to an adequate preparation for the challenges and demands of later professional life (Partington 1996: 4). But continuing education and staff development ensure that staff skills remain relevant and appropriate.

The fact that South Africa is in a transitional situation makes it imperative for staff to be engaged in staff development activities. Those who have recently received their qualifications would be familiar with the educational, economic, political, legal and technological changes that are taking place in libraries. It is highly likely that those who received their qualification in the past decades need staff development. If not, they are probably not going to be equal to dealing adequately with change. It is important to note that both

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older and experienced staff members and newly qualified staff members require continuous staff development, even if it is for different reasons.

5.2 Staff development activities

The majority of staff members (69,5%) were aware of staff development activities taking place in their libraries and have participated in them. All of the management members stated that they offer staff development activities in their libraries. Writing on the subject, Biddiscombe (1997) confirmed that staff should be made aware of staff development activities. More than half of the respondents (55,2%) participated in staff development activities in the year 2000, 10,3% participated in 1999 and 3,4% participated in 1998 as reflected in Table 6. It is encouraging that staff have attended staff development activities as recently as 2000. This training will contribute to their being able to meet the needs of the library users.

Different aspects of the same task may be required by those who have background and experience and other aspects by those with more advanced knowledge and skills. To determine the appropriate level of need in many instances requires some perspective on how aware the person is of his/her need. This means that if the person is not aware that staff development activities do exist in the library he/she may not be able to identify his/her own needs. If the person is not aware he/she may never have knowledge, because knowledge refers to the awareness of facts and concepts relevant to a task (Conroy 1989:13). If staff do not have the opportunity to develop their abilities they are likely to stagnate and will soon fail to meet the demands made upon them. Staff members should therefore continuously be made aware of staff development activities, or they will never be able to meet the demands that are taking place in the South African LIS sector. All staff members, at all levels, should be made aware of staff development activities because they are all part of the library's staff.

5.2.1. Aims of staff development activities

All the management staff agreed that staff development activities should be
offered in order for staff members to gain appropriate skills and to improve
job performance, to develop knowledge and skills of staff and foster
appropriate attitudes, so that staff can deal effectively with the changing
requirements of the organisation. Two thirds felt that staff development
activities should aim at encouraging lifelong learning. Chaudhry, Ashoor and
Ur-Rehman (1993:47), in their definition of staff development, highlighted
the fact that staff development is a formal or informal lifelong learning
process which updates, refreshes or upgrades knowledge, skills or
competence of personnel, enabling them to perform their roles effectively.
Half of the management members stated that staff development activities
should aim at encouraging professional activities.

5.2.2. Staff development activities in which they participated

More than half of the respondents in the staff member survey (70%)
participated in IT training, 15% attended workshops and 5% participated in
mentoring and courses. Management members indicated that they have
participated in management staff development activities. Two thirds
attended workshops and half attended customer care courses. Trotta
(1995:78) stressed that customer care is the major component of library
staff work both for staff members and management members. It serves as a
link between the organisation and the people which it serves. One third of
management members attended courses in diversity management. Melling
(1996:49) stated that senior and middle management are threatened by
organisational changes in libraries, which include new forms of leadership
and operations which are necessary to achieve effective changes in
libraries. The need to provide training support for managers faced by
developments was highlighted. The fact that there is a great diversity in the
institutions of higher education, including UND libraries, means that diversity
management training should be encouraged. One third of the management

members presented conference papers; conferences help staff to share professional ideas. Website design courses were attended by 16,7 % of management members. Among staff development activities that management members listed as activities they offer in their libraries, IT training was mentioned by 100% of management members, courses were mentioned by 83,3%, workshops were mentioned by 66,7%, conferences were mentioned by 50,0% and key performance areas were mentioned by 16,7%. Table 7 reflects the list of staff development activities that have taken place in UND libraries.

These findings indicate that IT training is in demand and necessary due to technological changes that are taking place in the library environment. This confirms the statement by Biddiscombe (1997:12), that IT training is important in a library because technology is the most-used resource in libraries and it gives opportunity for further development. This provides evidence that generally and at UND, in particular, technological development has had, and will continue to have, far-reaching implications for academic and management practices in higher education institutions. Dutton and Momba (1996:14) considered workshops the most important forums for the exchange and sharing of ideas. They furnish the staff with an overview of the profession as a changing and evolving discipline.

Reasons for participating in staff development activities, according to Nicholson (1996:262), are to maintain and increase job performance by meeting clients' needs, to increase knowledge and skills, to increase competition and confidence and to improve work productivity. What is expected, therefore, is increased job performance, increased knowledge, new skills and increased competition and confidence. A total of 65,5% of the staff member respondents at UND libraries participated in staff development activities in order to increase their work skills and performance and 41,4% participated in staff development activities in order to gain

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knowledge. The enormous increase in the rate at which information and knowledge are produced is the most discussed feature worldwide. Their experience diminishes with the loss of predictable circumstances, their education, skills and training are rendered obsolete. Both staff members and management should not neglect new knowledge and skills that are introduced, because the accelerating rate of technology which requires new knowledge and skills affects those already in the field. The impact of knowledge growth introduces the concept of staff development, the means of updating old skills and acquiring new skills and knowledge and this should be continuously offered. Only 3,4% participated in order to improve work productivity. Many staff members, 65,5% have increased their knowledge, 58,6% gained new skills , 24,1% enhanced their skills and 20,7 gained work confidence. Library professional bodies worldwide, including those in South Africa, are confronted by the question of competence which has been raised as a major issue. Because of the changes that have taken place and pressured by their own particular sets of difficulties and problems, library professionals are compelled to devote more attention to education and training implicit in the requirements of career-long competence.

Twenty percent of staff members mentioned that they have participated in other staff development activities, 13,8% attended courses during 1990 and 6,9% attended seminars during 1998. In 1999, 6,9% visited other libraries to observe how they are operating. The reasons given for participating in these other staff development activities have been the same as the reasons for participating in staff development activities. Seven staff members claimed that they have gained confidence and they could work more efficiently. Their expectations of increasing their knowledge and enhancing their skills were met.

Thirty three percent of management members indicated that IT training is conducted on a monthly basis. According to 33,3% of management staff IT

training, workshops and conferences are conducted annually. Biddiscombe (1997:23) recommended that IT training should be conducted on a regular basis, the reason being that if it is conducted regularly it usually improves the individual's confidence. Table 14 shows how often staff development activities have been conducted in UND libraries.

Staff members who were not aware of, and did not participate in staff development activities, indicated three activities which they would regard as most important if staff development were to take place in their libraries. All of them mentioned IT training as the first and most important activity, backed by the reason that in their everyday work life they are exposed to rapidly changing technology. This confirms what Biddicombe (1997:23) said, namely that IT training is one activity that is in great demand in academic libraries. Half of them indicated that customer service training is also important because they are dealing with customers every day of their working lives. Ninety percent of them mentioned that these activities will improve the knowledge of their work and their skills will be enhanced.

5.2.3. The evaluation of staff development activities
Rubin (1991: 312) and Biddiscombe (1997:22) pointed out that in order to claim that staff development activities have been effective they have to be evaluated. Evaluation forms, verbal feedback and practical work were mentioned as forms of evaluating staff development activities by UND libraries. Only 24,1% of staff members had the opportunity to evaluate staff development activities. Of these, 10,3% participated in evaluation by filling in evaluation forms, 10,3% participated by doing practical work and 3,4% participated by providing verbal feedback after participating in staff development activities. Trotta (1995:11) stressed that the opportunity to practise newly acquired skills provides repetition and reinforcement that some individuals need to complete their learning, as well as being the way for the trainer to evaluate the progress of the participants' skills.

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Biddiscombe (1997:22) emphasized that request for feedback is important after the course, so as to agree on how newly acquired skills or knowledge might best be assessed in job performance.

The majority (83,3%) of management members claimed that the objectives of staff development activities have been achieved, as job performance has been improved. According to 66,7%, staff have improved work knowledge and have gained new skills. One member of the management staff agreed with Rubin (1991:312) that staff development activities are never complete and therefore it cannot easily be concluded that objectives have been fulfilled. Rubin (1991: 312) pointed out the fact that there are long-term and short-term objectives. Although it can never be claimed that they have been fulfilled, they *can* be measured. The best way to measure the objectives is to conduct an evaluation. Biddiscombe (1997:23) emphasized that each and every session of training should end with feedback from the group on the effectiveness of the presentation and the value of training for their particular needs. Unfortunately, only one member of management indicated that staff development activities are evaluated after participation. Although the majority claimed that staff development activities have not been evaluated, all management members indicated that staff development activities have had a positive effect on job performance. After participation in staff development activities staff have improved their skills, which has helped them to improve their job performance. After they have achieved their goals they feel recognised in the organisation and in the profession at large. Two thirds of management members indicated that the newly acquired skills can be applied in the work place. It is also to the benefit of the trainer or training sponsor to observe the progress of participants' skills. Half of the managers replied that staff are able to cope with change and that they work more confidently after participating in staff development activities.

More than half of the management team thought there were advantages in the recent legislation as far as staff development is concerned. They mentioned the fact that it encourages work performance and continuing education. One of SAQA's aims was to encourage organisations to take staff development activities seriously and one of its requirements is that staff should be fully skilled and qualified. The experience of staff development activities on the Durban campus is therefore having a positive effect.

5.2.4 Strengths and weaknesses of staff development activities

It was agreed by 83,3% of the management staff members that one of the strengths of staff development activities is that it leads to better job performance. This was followed by 66,7% who felt that through staff development activities work efficiency is guaranteed. Half of management members felt that staff development activities help to identify work deficiencies and to identify the development needs of staff. According to 33,3% of management staff members, staff development activities lead to a better relationship among staff members and make staff feel a sense of achievement. Stueart and Sullivan (1991:49) stressed the point that staff need to be developed so that there will be a blending of learned skills, knowledge and attitude, enabling individuals to make significant and increased contributions by improving self-confidence and contributing to job performance, while at the same time feeling a sense of achievement and satisfaction. There is nothing more important than job satisfaction, because it motivates staff to do their work properly. All management staff felt that a low budget allocated for staff development activities is one of the biggest weaknesses. Half of the management staff felt another weakness is the fact that evaluation of staff development activities is conducted irregularly or not at all. For these reasons, 50% suggested that there must be an adequate budget for staff development activities and that staff development activities should be conducted regularly.

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5.2.5. Identification of staff development needs

Two thirds of the members of management indicated that staff development needs are identified by the heads of sections, because they work closely with staff members and can observe their job performance. There were 16,7% who indicated that staff identify their own development needs and that surveys are used as forms of identifying needs. Trotta (1995:22) emphasized that the successful identification of the development needs of all levels of staff can best be undertaken by surveying their requirements and their opinions on staff development. According to 66,7% of management members, individual staff members were involved in the planning of staff development activities. This is good, because they are the people who are going to participate in these activities. It is imperative to encourage staff members to participate in staff development activities, because they know their area of development in such a way that they could match their development needs with the proposed activities.

Half of the management staff felt that staff participate by being surveyed in order to decide which activities should be prioritised. According to 33,3% of management members, individual staff members participate by identifying their own needs, as management can never be aware of their development needs. The University of New South Wales (1999:6) found that individual staff members played an important role in the establishment of staff development activities. This is because they use information they receive by communicating with peers and colleagues to decide on staff development activities to maintain their skills. Accessible material which may benefit others, can be distributed to participants in developmental activities. Needs are dynamic and constantly shift and evolve because of organisational, societal and technological changes.

Personnel may therefore be given tasks that require new skills. All these changes call for needs identification. If change in the work environment

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occurs, development needs that arise because of that change need to be identified. Learning needs in libraries rise from three broad areas, the individual, the library and the community which is served. The needs that are most tangible and easily identified however, are those of people working in the library. Thus the needs of library personnel should be carefully identified.

The responsibility of staff development activities lies with library staff members, library management, heads of sections and library administrators. A total of 83,3% of management members indicated that heads of sections are responsible for the establishment of staff development activities and 16,7% of management members indicated that it is only management that is responsible for the establishment of staff development activities. The Indiana State University stressed that it is not the responsibility of the library management to establish staff development activities but that all staff members should be involved in the establishment of staff development activities (Indiana State University Library 1998).

5.2.6. Should staff determine which staff development activities should take place?

The majority of staff members, or 65,5% agreed that staff members should be involved in determining which staff development activities should take place in libraries. Jones and Jordan (1988) agreed that staff or groups should be involved in determining staff development activities. A total of 65,5% indicated that the reason why staff should be involved is that they know their own needs. Eleven staff members, or 37,9%, indicated that staff know their area of needs and the extent to which those areas have been developed. Twenty six staff members out of twenty nine indicated that staff have different needs and the fact that they are holding different qualifications makes their needs different. It was indicated by 60% of staff members that staff should be involved in decisions that are made about staff

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development. Jones and Jordan (1988:96) stressed that both staff *and* management should be responsible for staff development. Staff depends upon management in order to provide good services and management depends upon staff members in order for the library to protect its reputation. There is a great difference in the qualifications of staff members and therefore their needs will never be the same. Nwafor (1991:178) concurred that because staff have different needs and qualifications staff development activities will also be different. In Nigeria qualified and unqualified staff had different staff development needs (Nwafor 1991:182).

5.3. Comments and suggestions on staff development activities

The majority of staff members (85,3%) commented on the fact that development activities motivate staff in their work. Trotta (1995:21) pointed out that participating in staff development activities motivate staff more if learning experiences and rewards are offered for improved job performance. Nearly half (48,3%) of staff members and 83,3% of management members suggested that staff should be encouraged to participate in staff development activities. Trotta (1995:13) suggested that a newsletter and minutes of meetings can be used as means of encouraging staff to participate in staff development activities. Staff members (58,6%) suggested that staff development activities should be conducted regularly. According to 41,4% of staff members, staff development activities increase job performance and the same percentage commented that staff development activities improve skills.

It was suggested by 51,7% of staff members that staff views and opinions should be taken into consideration when planning and implementing a staff development programme. Trotta (1995:25) stressed that staff views and opinions are important in designing and implementing staff development activities. Sometimes management might offer staff development activities that are not suitable for particular individuals, or might not offer staff

development for a particular individual, assuming that that group does not need staff development.

5.4. Summary

The findings of the study indicate that staff development activities are practised in UND libraries. From the results of the data analysed the majority of staff in these libraries have matriculation as their highest qualification. It was ascertained that almost half of the staff members surveyed are library assistants. What is notable is that many library assistants attained their highest qualification more than ten years ago. Out of 29 staff members who responded nine, have their tertiary qualification in Library and Information Science.

The most practised and desired staff development activity at all levels is IT training. The reason is that technology is most frequently used and the work lifespan of staff relies on technology. Even those who had not participated in staff development activities mentioned IT as the most important activity in their work and 83,3% of those who had participated gained knowledge, new skills and improved their performance and competence by participating in staff development activities.

Management members indicated the strengths of staff development activities. Staff development led to better performance and work efficiency. Work deficiencies and development needs are easily identified. Better relationships among staff members can be achieved and staff can feel a sense of achievement after applying the skills they have gained from development activities.

What was suggested by half of both staff and management members was that staff should be encouraged to participate in staff development activities and that staff development activities should be conducted on a regular

basis. Stueart and Sullivan (1991: 50) suggested that staff development should be offered to the staff on regular basis. Staff members suggested that staff should be involved in decisions concerning the planning and implementation of development activities. This is supported by the statement from the Indiana State University Library (1998) that all staff members should be involved in the establishment of staff development activities. Management members suggested that there should be an adequate budget for staff development activities. Among the basic resources for designing staff development activities mentioned by Conroy (1989: 54) was funding which is part of the budget which was recognised as the most important resource.

CHAPTER 6: Conclusions, and recommendations

The purpose of this study was to investigate the existence of staff development activities at UND libraries. In this chapter the objectives of the study are briefly revisited, conclusions are drawn and recommendations are made and

6.1. Revisiting the objectives of the study

In order to show that the objectives of the study have been achieved, the objectives will be revisited to compare them with the conclusions. The objectives of the study were to find out what staff development activities exist at UND libraries. Another objective was to identify how staff development objectives are met; to find out about staff development needs; to assess the effectiveness of staff development activities in developing staff and to find out staff views and opinions about staff development activities. The purpose for setting these objectives was to facilitate the making of recommendations about staff development activities in academic libraries and to create an awareness of the impact of rapid change in academic libraries which necessitates such staff development.

6.2. Summary

This summary gives a brief overview of chapters discussed in this study. In Chapter 1 an introductory discussion on staff development and changes that have had an impact on staff development was presented. The research problem, the purpose and objectives of the study, the research questions, and the justification of the study are given. A brief outline of the history of the University of Natal is given. In Chapter 2 a literature review and a background to the study was given. The importance and principles of staff development were discussed. The results of the survey conducted by means of questionnaires were tabulated in Chapter 4. Discussion of the findings is contained in Chapter 5. These findings were considered in the light of the research questions and the literature review.

6.3. Conclusions

These findings indicate that the majority of staff members have worked in UND libraries for more than ten years. Many staff members hold library assistant positions with matriculation as their highest qualification, followed by those who had a tertiary qualification in Library and Information Science. Almost half of the population surveyed have attained their highest qualifications within the previous 10 years. It is assumed that if it was not for participating in staff development their work productivity would have been affected, because it has been a long time since they have attained their qualifications. Those who did not participate in staff development activities should be willing to update their skills by participating in staff development activities.

The majority of staff members at the UND libraries were aware of staff development activities. This confirms that staff development activities are practised. IT training, workshops, conferences, seminars and courses were mentioned as examples of staff development activities in which they had participated. Of those who had participated in staff development 70% attended IT training. This is the most important staff development activity and it indicates that management is aware that the library profession is significantly affected by the changes in technology.

By providing staff development activities management have exposed staff members to challenges that they are facing in the workplace. Knowledge has been gained, skills and productivity have been improved and staff members have gained confidence and competence. All these staff development activities are in demand in the present South African situation of transition. Now that staff development activities are offered, the educational changes that are taking place in tertiary institutions can more properly be dealt with. As far as expectations are concerned, a number of

staff members have had their expectations met. The important element at this point is that academic libraries are to continue to offer and encourage participation in staff development activities in order to best serve the educational needs of library users.

The most identified staff development needs were technology related. These gaps in knowledge must continue to be addressed as there needs to be a solid foundation on which to lay more advanced technological skills. Management staff members are aware of the fact that staff development activities need to be evaluated, either in the form of verbal feedback, evaluation forms or practical work. By carrying out evaluations the effectiveness of staff development activities will be measured. It appears that many management members do not ensure that the evaluation of staff development activities takes place.

As far as determining what staff development activities should take place, almost all the respondents agreed that staff should be involved in determining staff development activities. In addition, staff felt that they know their needs; they know the extent to which they have been developed; they have different levels of needs and different qualifications. For this reason different activities should be offered to different staff members, in accordance with the level of their needs and qualifications. Among the suggestions made by staff members about staff development activities in general, it was suggested that they should be conducted regularly. This would build a solid foundation of staff development activities. If staff opinions are not taken into consideration and staff views are not considered, staff development will not be successful.

Staff members and management members viewed staff development as a tool for motivating staff, making staff feel recognised, increasing job performance, improving work confidence and competence and improving

self-esteem. Staff development has been viewed by management members as a tool to improve productivity and increase job satisfaction. If there is no job satisfaction there will be little productivity, work confidence, competence and self-esteem. Factors considered important by staff must be taken into consideration or there will be less productivity and complaints from library users may result.

The assumption, therefore, is that staff development can produce significant results and lasting changes, by providing staff with current information, knowledge and skills, by increasing job performance in their present positions and by preparing them for new challenges and responsibilities in the present and in the future.

6.4. Recommendations
The following recommendations based on the findings of the study are made.
6.4.1. Recommendations for staff development activities
From the results of the surveys and from the reviewed literature, the following recommendations are made with regard to future staff development activities to be offered in UND libraries. Staff development activities at UND should be an essential part of the overall programme of library management. An academic library curriculum and day-to-day work experience are no longer enough to keep librarians up-to-date with new developments in the field or to satisfy the needs of their institutions. Librarians at UND libraries are dealing with information and methods that are accelerating at a very high rate. Library clientele are simultaneously becoming more sophisticated in their demands for information and they expect librarians to respond to their needs in an efficient and up-to-date manner. Because UND is an internationally recognised institution, staff development should be considered as one of the most important tools to help staff to provide the best services. They should be practised on a

regular basis. Staff members should be involved in the planning of staff development programmes because they are the only people who can give management appropriate ideas for their development needs.

Professional status should be maintained. Therefore staff development should be undertaken in order to maintain the professional status. By stressing the responsibility of professionalism it is possible to comprehend competence and self-recognition, clients' interest, knowledge expansion and other aspects, without undermining the confidence of the profession (Robert and Kohn 1991). Librarians are affected more profoundly affected by the IT revolution than members of most other professions. The changes that are occurring have an effect, not only in the ways tasks are undertaken, but also on the very definition of the profession. The education that is provided by Information Science departments is struggling to keep abreast of these (Robert and Kohn 1991: 86). IT training is the most important and critical part of staff development and will continue to be so. Clients within the library profession are demanding, and are perceived as possessors, of valued expertise (Robert and Kohn 1991:78). Therefore practitioners should be engaged in staff development activities in order to maintain their competence at acceptable levels. By so doing professional status will be maintained.

Training needs assessments should be undertaken as important components in the planning of staff development activities. This can be done by reviewing staff performance and seeing which areas need to be developed. Staff performance and appraisals should be used as a basis for identifying training and development needs. There should be a more imaginative training policy that balances the needs of the organisation and the capabilities of individuals. This will ensure that after training, the individual staff member will be able to apply his/her knowledge and skills

and increase the level of recognition for the individual or the organisation (Trotta 1995:10).

Staff members should be made aware of staff development activities through organising meetings on staff development and through advertising in newsletters. All staff members should be made aware of staff development activities, irrespective of their positions, because what is important is improved productivity among staff members.

Most management members at UND libraries indicated that staff development activities are not regularly evaluated. Evaluation of staff development activities should be considered important and conducted on a regular basis, or the effects of staff development activities cannot easily be measured. On the other hand, it may not be easy to recognise whether the objectives have been fulfilled, more especially short-term objectives. From evaluation it may be recognised which objectives need to be refined and whether participants have been satisfied with the skills and knowledge provided. There is nothing more important in this regard than the satisfaction of the trainees.

It must be accepted from the outset that a real commitment to staff development is not cheap. It is often difficult in today's economic climate to provide an adequate budget for staff development needs. A training budget should be well controlled or it might cause the failure of staff development. Staff development activities should be allocated an adequate budget.

Staff development activities should be taken seriously. The more staff that are involved in the programme the more it helps them move smoothly through particular changes; the more staff learn about how to work constructively with the change itself, the easier it is to keep staff learning and instilled with the love of learning; it replaces the need for stability with a

sense of control over changes. Staff members will be able to respond to change with constructive participation in problem-solving rather than stagnation through resistance.

6.4.1.1. Future staff development provision

A continuous staff development programme is essential for all staff in university libraries, including UND libraries irrespective of their particular category. Policies and strategies should be formulated and the policy should be translated in such a way that it should be informed by the views of the participants and also by lessons from learning and experience. The way in which staff development activities are organized should imitate the one that is done at the University of New South Wales (University of New South Wales 1999). Staff development committees should be appointed in order to be responsible for any issues relating to staff development. Effective development needs input by individuals and their mentors and managers can contribute to successful and appreciated strategies and programmes.

Staff development activities should be based on a regular and systematic means of identifying professional development needs, for example staff appraisal and mentoring. A personal development planning process should be instituted and encouraged by senior and departmental managers. There should be coherent and co-ordinated initial and continuing staff development programmes, based primarily on functions and roles rather than on staff categories. Logs and portfolios which record the individual's professional development and training are an asset. The availability of an accredited qualification programme which is appropriate for all personnel in higher education is important.

6.5. Future research

As there is little evidence in the literature of staff development in South African academic libraries it might be useful for further studies to be undertaken to ascertain the existence of and prevalence of such activities. In this way, a comparison of staff development activities in academic libraries on a regional and national level could be made. Such surveys may also be of value as they might make institutions which are not providing staff development in their libraries more aware of them and more motivated to implement them. It is recommended that a survey of the Eastern Seaboard Association of Libraries (ESAL) might be a good starting point as it would highlight particular problems of this region and would also supplement the findings of the present study.

To conclude on a note of challenge: higher education in South Africa has already entered a period of significant restructuring and change. As they are challenged by changing demands, academic libraries are likely to play a more important role than they have in the past, by developing their staff members in order to produce high quality services to their clients. The libraries and their institutions will be subject to scrutiny in order to ensure that staff development offerings of high quality are provided and maintained. In the coming years challenges will be great and academic libraries should prepare staff by offering staff development activities that supply good knowledge, competence, confidence and the required skills.

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APPENDIX A: QUESTIONNAIRE FOR LIBRARY STAFF MEMBERS

1. How long have you been working in one of the libraries at the University of Natal Durban? Give number of years and months.

....

2. What position do you hold in the library? E.g. subject librarian.

....

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3. Give a brief description of the ten most important daily activities which you perform?

....

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If you require more space for this question please use paper at the end of the questionnaire.

4. What is your highest qualification and when and where did you complete this?

Qualification	Year	Institution
....	....	....
....	....	....
....	....	....
....	....	....

5. Are you aware of any staff development activities in your library?

APPENDIX A: QUESTIONNAIRE FOR LIBRARY STAFF MEMBERS

1. How long have you been working in one of the libraries at the University of Natal Durban? Give number of years and months.

....

2. What position do you hold in the library? E.g. subject librarian.

....

....

3. Give a brief description of the ten most important daily activities which you perform?

....

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If you require more space for this question please use paper at the end of the questionnaire.

4. What is your highest qualification and when and where did you complete this?

Qualification	Year	Institution
....	....	....
....	....	....
....	....	....
....	....	....

5. Are you aware of any staff development activities in your library?

□ Yes

□ No

If your answer is "No" please continue with Question 20.

6. Have you participated in any staff development activities while working in this library?

□ Yes

□ No

If your answer is "No please continue with Question 20.

7. If your answer to question 6 is "Yes", when was the last time you participated in a staff development activity and briefly describe it?

....

....

8. What were your reasons for participating in this activity?

....

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....

9. Did you gain anything from this staff development activity?

□ Yes

□ No

Give reasons for your answer

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10. Were your expectations met?

☐ Yes

☐ No

Give reasons for your answer.

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11. Did you participate in any form of evaluation of the staff development activity?

☐ Yes

☐ No

12. If your answer to Question 11 is "Yes", please give details of this evaluation.

....

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13. Can you briefly describe any other staff development activities in which you participated giving approximate dates by years and give reasons for your participation in each activity.

Type of activity

a) ....

Date

....

Reason

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....

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b}..

Date

....

Reason

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....
....

c)

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Date

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Reason

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....
....

d)

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Date

....

Reason

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....
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14. Did you gain anything from these other staff development activities?

□   Yes

□   No

Give reasons for your answer.

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15. Were your expectations met?

☐ Yes

☐ No

Give reasons for your answer.

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16. Did you participate in any form of evaluation of staff development activities?

☐ Yes

☐ No

17. If your answer to Question 16 is "Yes", please give details of this evaluation.

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18. Do you believe that staff should participate in determining which staff development activities should take place?

☐ Yes

☐ No

Give reasons for your answer.

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19. Please make any other suggestions or comments about staff development
    activities.

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Thank you for completing this questionnaire .

Please drop it in the box at Mrs Webster's office at E.G. Malherbe Library.

Questions 20-23 are for those who answered "No" to Question 5 and 6.

20. If staff development activities were to take place in your library what would
    you think be the three most important activities needed. Please list these on
    order of importance with a) being the most important giving reasons for your
    answer.

a) <u>Type of activity</u>

....

<u>Reason</u>

....

....

....

b)..

Reason

....

....

....

c)..

Reason

....

....

....

21. Who do you think should be responsible for planning and implementing staff development activities?

....

22. Do you believe staff members should participate in determining what staff development activities should take place?

☐ Yes

☐ No

Give reasons for your answer.

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23. Please make any other suggestions or comments about staff development
    activities.

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Thank you for completing this questionnaire.

Please drop it in the box at Mrs Webster's office at E.G.Malherbe Library.

APPENDIX B: QUESTIONNAIRE FOR LIBRARY MANAGEMENT MEMBERS.

1. How long have you been working in your present management position?

....

2. Does your library offer staff development of any kind?
□ Yes
□ No

If your answer is "No', please continue with question 18.

3. Please briefly outline or list any staff development activities which have taken place in your library/the last five years.

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4. Please indicate how often the staff development activities listed above take place.

Type of activity	Frequency e.g. annually
....	....
....	....
....	....

5. Have you participated in any management staff development activities?
□ Yes
□ No

6. If your answer to Question 5 is " Yes", please provide details.

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7. What are the aims of staff development activities in your library?

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8. Who is responsible for the establishment of staff development activities in your library?

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9. How are staff development needs identified?

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10. Do individual staff members participate in planning and preparation of staff development activities in any way, such as helping to determine staff development needs?

□ Yes

❑ No

11. If your answer to Question 10 is "Yes", in what way is this done?

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12. Have the objectives of staff development activities been fulfilled?

❑ Yes

❑ No

Give reasons for your answer.

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13. Are there any methods in place to evaluate staff development activities in your library? Please give details.

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14. Do you think staff development activities have had any effect on job performance?

❑ Yes

❑ No

Please give reasons for your answer.

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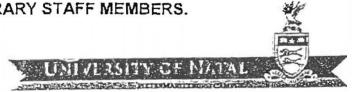
15. What effect has recent legislation; e.g. the Skills Development Act or
    Employment Equity Act or South African Qualifications Authority (SAQA) had
    on staff development activities in your library? Please give details.

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16. What are the strengths of staff development activities in your library?

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17. What are the weaknesses of staff development activities in your library?

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18. Please make other suggestions or comments about staff development
    activities.

....

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Thank you for completing this questionnaire.

Please drop it in the box at Mrs Webster's office at E.G.Malherbe Library.

APPENDIX C: COVER LETTER TO LIBRARY STAFF MEMBERS.

School of Human and Social Studies

Private Bag X01 Scottsville
Pietermaritzburg :209 South Africa
Telephone (033) 260 5320/5290
Fax (033) 260 5092
General enquiries:
e-mail: mngoma@socio.unp.ac.za
acutt@busad.unp.ac.za

10 October 2000

Dear library staff member,

An investigation into staff development activities at the University of Natal Libraries, Durban.

I am Mabel Mabengu, a Masters student at the University of Natal Pietermaritzburg. I am conducting this survey as a requirement for a Masters' degree in Information Studies and would like your help. This questionnaire is aimed at staff members working at the University of Natal libraries , Durban. The questionnaire is confidential, you do not have to disclose your name.

The term staff development in the questionnaire refers to " a formal and informal life long learning or training process that updates, refreshes or upgrades knowledge, skills or competencies of personnel enabling them to perform their roles more effectively"
(Chaudry, Ashoor and Ur-Rehman 1993:47).
Staff development may include some of the following types of activities:
Mentoring
Skills development courses. e.g. IT training courses
Lectures
Conferences

114

Seminars

Workshops

Visit to other libraries

Performance assessment

Please tick questions where applicable. Some of the questions in this questionnaire are open ended, to allow you respond in your own words. In these cases, the amount of space left for your response is not meant to indicate the amount that you should write. You should write as much or as little as you wish.

If you wish to raise any further issues concerning staff development activities that are not fully covered by the questions please use question 19 and 23 of this questionnaire.
Please drop the questionnaire in the box at Mrs Webster's office at E.G.Malhebe Library on or before the 22 October 2000.

Yours sincerely

Mabel Mabengu

School of Human and Social Studies

Private Bag X01 Scottsville
Pietermaritzburg 3209 South Africa
Telephone (033) 260 5320/5290
Fax (033) 260 5092
General enquiries:
e-mail: mngoma@socio.unp.ac.za
acutv@busad.unp.ac.za

10 October 2000

Dear member of the management staff,

**An investigation into staff development activities at the University of Natal
Libraries, Durban.**

I am Mabel Mabengu, a Masters student at the University of Natal Pietermaritzburg. I am
conducting this survey as a requirement for a Masters' degree in Information Studies and
would like your help. This questionnaire is aimed at management staff working at the
University of Natal libraries , Durban. The questionnaire is confidential, you do not have
to disclose your name.

The term staff development in the questionnaire refers to " a formal and informal life
long learning or training process that updates, refreshes or upgrades knowledge, skills or
competencies of personnel enabling them to perform their roles more effectively"
(Chaudry, Ashoor and Ur-Rehman 1993:47).

Staff development may include some of the following types of activities:

Mentoring

Skills development courses. e.g. IT training courses

Lectures

Conferences

Seminars

Workshops

116

Visit to other libraries

Performance assessment

Please tick questions where applicable. Some of the questions in this questionnaire are open ended, to allow you respond in your own words. In these cases, the amount of space left for your response is not meant to indicate the amount that you should write. You should write as much or as little as you wish.

If you wish to raise any further issues concerning staff development activities that are not fully covered by the questions please use question 18 of this questionnaire. Please drop the questionnaire in the box at Mrs Webster's office at E.G.Malhebe Library. on or before the 22 October 2000.

Yours sincerely

Mabel Mabengu