

Next generation libraries need next generation librarians: library training, library education, and continuing professional development.

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Abstract:

Without librarians there are no libraries. Without suitably trained, knowledgeable and innovative librarians, there may be no libraries in the future. In order to direct, manage and work with the changes affecting the information landscape, and to meet the rapidly changing information needs of those using libraries, librarians need to have cutting edge knowledge and skills.

Using data from the recent Open Polytechnic/LIANZA Continuing Professional Needs Assessment to illustrate the New Zealand situation, the boundaries between library training, library education, and continuing professional development are explored. Librarians have indicated in the Needs Assessment what training, education and continuing professional development they want. This is compared with what library managers have indicated they want for their staff, and the differences between them are highlighted. Where does this leave the library manager and the individual librarian? The question is not just what training, education and development do you want, but what do you NEED for the future?

Introduction

It has become almost a truism to say that libraries and librarianship are rapidly changing. We are overwhelmed by new formats, by new methods of communication, by new software and hardware, by new techniques for accessing information – from RSS feeds to podcasting to eziproxy authentication to federated searching. Added to that is the sheer volume of information being published – both the print (which shows no signs of diminishing), and the electronic (which is increasing exponentially). The proliferation of electronic publishing instead of, or in parallel to print, along with “grey literature” websites makes it almost impossible to keep up. Despite these changes, books remain the primary focus of many libraries and the image most closely associated with libraries. This is borne out by findings of the 2005 OCLC report, *Perceptions of libraries and information resources*, which sought to evaluate the ‘library brand’ and found that “Roughly 70 percent of respondents ... associate library first and foremost with *books*. There was no runner-up.” (OCLC, 2005, 3-31). The report also notes that “Users are not aware of the electronic resources libraries make freely available.” (OCLC, 2005, p. ix).

Without librarians, there are no libraries. Without suitably trained, knowledgeable and innovative librarians, there may be no libraries in the future. If our professional tools and resources, the raw materials we deal with on a daily basis, are changing, then we must change too. In order to be active rather than reactive librarians need to have the cutting edge knowledge and skills to manage change and to direct the developments in their own library.

Definitions

So what does the library profession need? Is it more library training, or library education, or continuing professional development? Where are the boundaries between these and does it really matter anyway? This affects librarians at all levels, and isn’t confined to those new to the profession. It is an issue for the whole profession – for all those involved in this dynamic industry, whether considering the learning needs of yourself, for your staff, or your wider organisation.

Traditionally, library training is the on-site, hands-on, on-the-job training that the employer provides. It can be formal or informal, and is the inescapable learning of a particular task, job, function or service. Library education is the formal course or programme that is provided by an educational institute such as The Open Polytechnic of New Zealand or Victoria University of Wellington, resulting in a recognised qualification. It is part of the wider qualification framework, covers a wider range of areas than training, and contains the conceptual and the theoretical as well as the practical. Continuing Professional Development (CPD) tends to be the additional education and enhanced knowledge supplementing these other two.

At first glance this could be described as the must-haves (training), the should-haves (qualification) and just-in-cases (CPD). But in reality, none of these exist in isolation; all are needed, and there is a relationship between them in many instances. Each provides some link in the chain of learning, understanding and ability that is essential this profession. In practice, the terminology of training, education and continuing professional development is blurred in its usage. The overlap between them in reality comes in the overlap of skills,

training and development - some skills are only known to be needed once they are gained, education for some is training for others, continuing development may be the starting place for some individual or for some subjects, and so on. The terms are often used interchangeably, and this causes some confusion as to which part of the learning continuum is being dealt with.

Professional associations overseas with established continuing professional development programmes acknowledge that there is a wide range of things that can be counted as CPD. As well as the more obvious 'events' (conferences, seminars, workshops, short training courses), the following may also be considered:

- Reading the library literature – keeping up and keeping current;
- Writing articles – for professional association publications and academic journals but also for general or in-house publications;
- Participating in the running of professional associations (serving on committees and working groups)
- Attending professional association monthly meetings
- Mentoring someone or being mentored
- Conducting research
- Joining a listserv (or several!) or picking weblogs to follow

To explore this more fully, a Continuing Professional Development Needs Assessment was recently conducted by the authors. This survey asked what continuing professional development needs librarians have, and compared their needs and delivery preferences. It also asked library managers for their preferences for professional development for their staff, and the differences between the individuals' and managers' choices are highlighted.

The question comes back to this: What training, education and development do librarians want, and more importantly, what do you NEED for the future?

An overview of the Literature

Niemi provides a useful framework for considering professional development, suggesting that professionals seek educational opportunities from four sources: institutions of higher education, professional associations, independent (proprietary) agencies, and agencies which employ these professionals, but notes that this last source is more likely to be concerned with the needs of the organisation, than the needs of the professional (Niemi, 1996, 72). To this can be added more informally constituted and organic communities of practice, such as mentoring, mailing lists and weblogs.

The Saunders Report, released in 1987, was tasked with looking at several areas of New Zealand librarianship. Amongst other things, it revealed strong support from the profession for the importance of continuing education. The following year the NZLIA Continuing Education Committee invited Australian Margaret Trask to review continuing education needs and make recommendations for future planning. The resulting report was titled 'Continued Education for Librarians: Planning for the future'. This report identified levels of interest in running various CPD courses, workshops and events.

Two recent studies have been conducted in New Zealand more recently: one evaluated information management consultants and contractors while the other focused on the professional development needs of records managers.

The study of consultants and contractors in the information management industry was conducted in 2001, covering librarians, records managers, archivists, information managers and knowledge managers (Fields, 2003). Although this study covered only one sector of the information industry, trends identified may be similar to those in other sectors. The study sought to identify how this group operates, and among the wide range of questions asked were some on qualifications, professional standards and support. In its findings, it was noted that there already exist many opportunities for professional development and professional support for this group, and that it was largely the responsibility of the individual to find and make use of the existing services. Within this group, the most commonly used forms of CPD were professional reading, professional mailing lists, conferences, networking, professional associations, meetings, speakers and other opportunities.

Records managers were surveyed in 2002 to determine what kinds of qualifications they had, and what kinds of CPD or substitutions for qualification they had done (Cossham, 2004). Participation in continuing education (defined in the survey as short courses, workshops, seminars, conferences, training, etc) varied enormously. There was a wide range of events listed including courses from tertiary institutions, generic business skills and computer courses, Archives New Zealand archives training courses, professional associations' conferences, meetings and workshops, courses offered by consultants, websites, professional reading and mailing lists, and networking. Records managers also made good use of in-house and employer-provided training, such as computer application training, business and management skills and HR courses, Te Reo Maori (Maori language), biculturalism and Treaty of Waitangi. This relates closely to Niemi's assertion that while agencies that employ professionals provide continuing education, it is more likely to be concerned with the needs of the organisation than the needs of the professional. It is also noted that for the individual, both organisational needs and personal needs are relevant. (Cossham, 2004, 32).

LIANZA's monthly journal, *Library Life: Te rau Ora*, published an issue devoted to professional development in December 2000. It looked at both qualifications and CPD; one article examined the state of CPD in New Zealand, and the establishment and initial work of the then Professional Development Standing Committee, but asked more questions than it answered (Tocker, 2000).

The New Zealand setting and conditions

Numbers of people currently working within information management are difficult to quantify. In library contexts in New Zealand, while 2001 census figures show that there are 6,027 people working in this area (New Zealand librarian labour market, 2005), there are only 1244 individual and 459 institutional members of LIANZA. (LIANZA, 2005a).

Formal education opportunities for librarians exist with qualifications available through The Open Polytechnic of New Zealand, Victoria University of Wellington, The Auckland College of Education and Te Wananga-O-Raukawa. Opportunities available to allied fields such as records managers and archivists have been more scattered until recently when courses

were established at The Open Polytechnic of New Zealand (2001) and Victoria University of Wellington (2005).

There are a variety of CPD offerings available to librarians in New Zealand, but these have tended to be supplier rather than market driven, offered in a piecemeal fashion, and varying from year to year and from region to region. To date there has been no formal requirement on the part of LIANZA for librarians to undertake CPD in order to achieve or maintain professional status, although this will change if the LIANZA Professional Registration is accepted at the 2006 LIANZA AGM. This means the landscape around CPD for the profession is likely to undergo some form of reshuffling, restructuring or resurgence following the outcome and implementation of the Taskforce's recommendations.

The changing impetus towards CPD

There are a number of factors that have made the continuing professional development (CPD) choices and availability change recently, and are likely to cause more changes in the immediate future. Firstly, the range of CPD options are fluid, as is the marketplace in which they are set. The amount, type, and subjects of CPD available to the profession often change, as do the providers. Secondly, recent government initiatives such as the National Digital Strategy bring new tasks, challenges, and information skills to be learned and passed on. Thirdly, the LIANZA Taskforce on Professional Registration's recommendations, if adopted, will inevitably affect the way CPD is undertaken by the profession.

CPD options

Looking at what is currently available for librarians in NZ, we see that a wide range of CPD opportunities already exist, and these can be categorised according to Niemi's framework. Institutions of higher learning such as The Open Polytechnic of New Zealand and Victoria University of Wellington (VUW) and offer formal courses leading to undergraduate and postgraduate qualifications (respectively). LIANZA provides, hosts, develops or organises a wide variety of CPD, including conferences. Each of the LIANZA regional and special interest groups also develops, organises or hosts some CPD each year but the quantity and quality of this varies. Institutions which employ libraries also undertake a range of training opportunities which can be classed as CPD. These may focus on industry-specific or discipline-related subjects and courses, such as information technology skills or dealing with customers. Beyond Niemi's framework are the communities of practice which may evolve their own CPD offerings as need and opportunity arises. Mailing lists and weblogs come into this category, as do networking and maintaining industry contacts, professional reading, research and writing, and mentoring.

Government initiatives

Other recent initiatives will have an impact on the type and nature of CPD opportunities for librarians. Both central and local government have recently launched e-government strategies. The goal of the central government strategy was that by 2004 the public sector in New Zealand would be working like a single, integrated operation (E-government in New

Zealand, 2003). Building on this, in 2004 the National Digital Strategy was written and put out for consultation (Digital Strategy, 2004). The strategy's vision is that:

New Zealand will be a world leader at using information and technology to realise our economic, social and cultural goals. All New Zealanders will benefit from the power of information and communications technology (ICT) to harness information for economic and social gain. This will result in changes in government, businesses, communities and society as a whole. (Digital Strategy, 2004, p. 6)

The key areas of emphasis include improving access to New Zealand content, such as national heritage collections and government information, developing the digital confidence and capability of all New Zealanders and ensuring the ICT environment is trusted, secure and reliable, supporting grassroots developments to build the ICT capability of communities, increasing the potential of ICT to create value for businesses in all sectors, and using ICT to improve the delivery of government (Digital Strategy, 2004).

This highlights a need for sound information literacy, ICT skills, and for ensuring the right people are developing the required skills in order to deliver both the end product to the end user, and to produce the digital content and the extensive connection required (Draft National Digital Strategy, nd). This provides an environment where CPD can be effectively used to raise the existing skill base to help fulfil these government initiatives.

LIANZA Taskforce

The LIANZA Taskforce of Professional Registration will inevitably have an impact on CPD, but the extent of this will not be known until after the recommendations of the Taskforce have been made, accepted and implemented.

Methodology

The approach used to assess the CPD needs of librarians in New Zealand was to develop a specific assessment tool using similar studies, surveys, other literature, and ideas, as a basis. Work first began in October 2004 with academic staff in Information and Library Studies at The Open Polytechnic of New Zealand conducting a SWOT analysis of CPD for librarians, records managers and archivists. The outcome was a decision to focus on librarians as a target group, and the research plan was mapped out.

An examination of the current state of play of CPD in New Zealand was conducted, providing details of the existing CPD environment and offerings (Cossham, Fields, Oliver, 2005). Extensive networking was also undertaken within various professional associations active in information management. The researchers met with key personnel from LIANZA in November 2004 to explore opportunities for CPD within the profession. Both parties saw the benefits of conducting a CPD needs assessment, and so a Memorandum of Understanding was written, outlining the rights and responsibilities of each party, for the Needs Assessment to be conducted by The Open Polytechnic under the auspices of LIANZA.

The questions in the Needs Assessment were carefully worded to collect the data required, to show trends, and common ideas and needs, while maintaining confidentiality for individual respondents. Ethics committee approval was sought and granted from The

Open Polytechnic's Ethic Committee. The Needs Assessment then went for pre-testing to a group of librarians from all sectors of the profession, and to LIANZA, for comment. The Polytechnic's Analyst Programmer Peter Bagnato developed a sophisticated webform for the Needs Assessment, which allowed for ranked multiple choices within some questions, and for initial data collation to be done electronically.

The Needs Assessment ran live from 21 September to 12 October 2005. This was advertised initially as two weeks, with an additional week given for those involved in school holidays (particularly school librarians) and other projects. Information about the needs assessment and a hotlink to the survey itself went to librarians in a number of ways, including websites, mailing lists (such as nz-libs, law-lib, various SIG mailing lists, and other appropriate groups such as Te Roopu Whakahau: Maori in Libraries and Information Management), and e-journals. The aim was to reach as many librarians in all library types and all stages of career in as short a time as feasible. Primary data analysis was then undertaken by the researchers' faculty colleague, Lois Curry. A summary of the key findings are discussed below.

Findings and Discussion

Overall details of respondents

There were 629 respondents to the needs assessment. Once duplicates were removed (identified primarily by identical comments but also including one large block of 48 "barest minimum/default", sequential and identical responses) there were 573 useable responses. This is estimated to be around 9.5% of the population of practising librarians in NZ (c.6000). 27.5% of respondents do not belong to any professional association, while 55.5% belong to LIANZA. This represents 25.5 % of the personal members of LIANZA, which is a very positive response.

The respondents were largely qualified: only 13.5% had no qualification (sadly, many seemed unable to identify whether they had 'undergraduate' or 'postgraduate' qualifications and had selected 'Other' and specified what they held) and 34% (of 454 responses) had qualified more than 15 years ago. Most of the respondents were from larger cities (69.5%), while 8% come from rural areas or 'other', and 22.5% from towns/small cities.

Individual respondents identified by sector

A range of types of libraries was well represented among the respondents as indicated below:

Type of library	As surveyed	With 'Other' included
Public	33.5%	
National	3.5%	
School - Primary	2.5%	
School - Secondary	7%	
Total primary and secondary, including		10.5%

combined schools		
Tertiary education	24%	
Special – Law	5.5%	
Special - Health	2.5%	
Special - Government	9.5%	11%
Other	9%	

Table 1: *Types of library represented by respondents*

When responses supplied and detailed in the "Other" category are redistributed across the categories to which they actually belong, the third column is generated. Again, it was disappointing to find that some respondents were unable to identify their library's sector. This range of library types represents the main groups within the library industry, and provides an overall view of the general CPD needs of the wider profession. Given the relatively small numbers of respondents from some groups, care has been taken to ensure that their preferences do not outweigh the preferences of the larger respondents, especially as in the long term this research may be used to determine the CPD actually offered by various providers, notably LIANZA.

Managerial respondents identified by sector

Managers were asked to provide additional information about their organisation's focus on CPD and the requirements of their staff, as well as their own CPD needs. Around 120 responses were received from managers (varying in number from question to question), and some of the responses are not encouraging.

Type of Library	% of total
Public	39.1
National	0.8
Primary school	0.8
Secondary school	7.4
Tertiary	27.5
Law	7.4
Health	1.6
Government	9.1
Other	5.8
Total	99.5

Table 2: *Sectors represented by Managers' responses*

This shows some strong correlations with the response rates from individuals to this Continuing Professional Development Needs Assessment, with very similar percentages of each library sector being represented. This allows some direct comparisons between the overall responses of individuals and managers within each sector to be made.

Overall choices for CPD: individuals

Individual respondents were asked to identify their personal CPD needs over the next 2-3 years by topic. Twenty-four topics were listed for respondents to choose from, based on

major library functions and services, and personal issues (such as time management and customer service). There was also opportunity for additional responses under an 'Other (please specify)' category. Unsurprisingly, topics associated with electronic resources and information technology scored highly as 'very important' (71% and 66% respectively), with reference skills (55%), information literacy (53%), research (49%), communication skills and user education (both 44%) coming next highest. Strategies for developing a personal CPD plan, digitisation projects, and management skills also scored highly as 'very important'. (See Table 4 below for a full listing). Correlating topics with library types led to some predictable responses with, for example, children's services being rated highly by public and school librarians but not by special librarians. However information literacy was selected as either very important or important by high numbers of respondents in all library sectors, which was unexpected.

There were about 40 'other' CPD topics specified by respondents, including '*how to manage a staff member with psychopathic tendencies*'; '*visits to public libraries*'; training and teaching skills; leadership, strategic planning and project management; '*knowledge and information management*'. One commented: '*My CPD interests are primarily about the hows and whys; I'm not interested in task-centred CPD, except where it fits into the larger intellectual picture*'.

Respondents were also asked to identify their preferences for factors surrounding CPD, including methods of delivery. For the latter, preferences were overwhelmingly given for short courses (half or full day), contact teaching (rather than distance, self-study or modular) and through attending presentations or interactive workshops rather than online or personal reading. Given the numbers who also indicated that assistance in planning their own CPD programmes was very important (39%) or important (38%), this could indicate that the straightforward, quick options were the most favoured, and that CPD which helps individuals to develop their own strategies may be worth considering, especially in the light of the variation of what is offered in different parts of the country and from year to year.

In questions surrounding CPD presentation, content was considered 'very important' by most respondents, considerably in advance of the quality, availability, timeliness, cost or location of what was offered. There seemed to be no pattern to whether particular geographical areas or types of libraries preferred particular types of CPD. Most respondents (88%) located information about CPD via listservs or electronic mailing lists. However, this is not surprising since the primary method of distributing this needs assessment was via such listservs and mailing lists, and so it is reasonable to assume that respondents have a higher level of awareness and use of this method of information dissemination. Gaining information about forthcoming CPD events via professional associations also scored highly, with 67% of respondents gaining information about CPD via their professional association.

Questions were also asked about the importance respondents attached to CPD, and whether they were supported by their organisation to attend. Personal satisfaction was the most frequently selected reason for attending CPD, followed by preparation for a desired position, and salary increase. 82.5% were encouraged by their employer to participate in CPD, and this employer support took the form of paid time to attend (70%) and course fees paid (67%). However, one respondent commented: "*Employer reluctance is the biggest factor in not attending. Also the employer and I differ in what training we think I need.*" This sentiment was echoed in other comments. Budgets appeared to be tight

(unsurprisingly), and the sharing of limited money between large numbers of staff was also an issue.

Overall choices for CPD: Managers

Comments from managers about the use and value of CPD for their staff show much of the underlying thought behind CPD from the managers' point of view. Managers were asked to comment on how they evaluate the effectiveness of CPD programmes, and 95 of them provided details. 31.5% of organisations required a process of feedback to colleagues, either through a written report or oral presentation (and in some cases, both). Just over half of them focused on the impact of the course on the employee in the workplace, with demonstrated new skills or knowledge, improved performance, or altered behaviour being cited. This was both what was observed by the manager, and what was discussed with or suggested by the staff member as part of a more formal process.

Improved attitude was also mentioned, along with new ideas, motivation and enthusiasm, and staff being "inspired and invigorated": *"The individual response; i.e. their attitude to their work, increased confidence, enthusiasm, and skill levels, desire to put into practice what has been learn."* and *"Very important for intangibles - networking, personal challenge, time away from normal environment and tasks"*. Another measure was the staff member's increase in overall knowledge of the wider picture and their contribution to the organisation as a whole: *"Increased depth of understanding of librarianship and the key issues that currently impact on it. Increased effectiveness in terms of contribution to the team and the library's services as a whole"*. Formal performance appraisal processes were mentioned, although it was explicit in only 10.5% of responses, and less formal "discussions with staff after the course" may have implied this type of appraisal as well.

Managers' concerns were on the quality, availability and appropriate focus of library and information science CPD. One commented that the survey focused on library work and personal development, and that there was tertiary study (such as legal studies) relevant to their work. *"This is very time consuming, means my employer has to be supportive, and does improve my skills for my job"*. Several commented that the training for non-professional skills such as communication, time management, and the like, were readily available and that it was the professional skills where there was a gap.

Overall choices for CPD: individuals compared with managers

Managers' preferences for CPD which they thought their staff needed were queried against the same list of topics as those offered to individuals. These are compared in the table below. The type of library in which the managers worked undoubtedly has an influence on the responses they gave, so caution should be taken with reading too much into the results. However, in many cases there was considerable similarity of response, which makes the variations in other cases more interesting.

Topic	Ranked as Very Important by:	
	Individuals	Managers
Information literacy	53%	42%
Services for special user	20%	19%

groups		
Developing programmes for ESOL customers	6%	4%
Children's and young adults' services	24%	31%
User education	44%	55%
Reference	55%	66%
Research	49%	42%
Collection development and acquisitions	29%	30%
Serials	11%	9%
Cataloguing	18%	21%
Indexing and abstracting	13%	6%
Interlibrary loan services	8%	11%
Electronic resources	71%	75%
Information technology	66%	66%
Digitisation	39%	36%
Archives / Records	20%	16%
Bicultural issues	20%	25%
Management	38%	20%
Effective communication	44%	62%
Stress management	24%	30%
Assertiveness techniques	21%	21%
Time management	23%	30%
Customer service skills	34%	66%

Table 3: CPD topics: individuals vs. managers' preferences

Managers preferred staff to make use of short, contact courses and presentations, the same as the staff themselves, with 'workshops' featuring in the supplied responses. Incentives for staff focused on time and money. Differences in managers' and staff responses appear to depend on the range of managers responding to this question.

What is interesting to note here is the great similarity between many of the percentages. It seems individual staff members and their managers overall agree on the same topics and broad areas for continuing professional development. What are also worth noting are the three key areas where differences are larger – particularly 'effective communication / customer services skills (which management want their staff to have) and management (which the individuals want but managers do not look for to the same extent). It appears that managers want their staff to be effective in their current work, while individuals appear to be also looking for a advancement of their careers. We also need to look at individual sectors of the library community to see what differences are highlighted within these areas.

Sector choices for CPD: Comparison of choices for Public / Academic / Primary and Secondary Schools / Special / National Libraries.

The table below outlines the similarities and differences in CPD choices for the various sectors of the library industry. It is interesting to note that although some obvious differences are apparent, such as children's services being of interest only to those whose clientele include children, there are some other surprises in individual sectors, such as Indexing and Abstracting ranking as most needed by Special libraries and Secondary school libraries, above both National and public libraries.

Choices	Public	Academic	Primary School	Secondary School	Special	National
Information literacy	62%	51%	60%	78%	38%	48%
Services for special user groups	20%	18%	7%	20%	24%	29%
Developing programmes for ESOL customers	9%	5%	0%	2%	2%	5%
Children's and young adults' services	36%	2%	67%	88%	3%	24%
User education	55%	38%	47%	73%	30%	33%
Reference	60%	50%	33%	56%	63%	33%
Research	42%	42%	40%	66%	64%	33%
Collection development and acquisitions	34%	28%	27%	41%	22%	19%
Serials	9%	14%	7%	7%	15%	24%
Cataloguing	17%	15%	27%	27%	12%	43%
Indexing and abstracting	12%	7%	0%	17%	21%	10%
Interlibrary loan services	8%	9%	0%	2%	12%	14%
Electronic resources	68%	73%	33%	71%	82%	86%
Information technology	41%	43%	26%	55%	69%	59%
Digitisation	39%	42%	13%	24%	37%	52%
Archives / Records	17%	14%	0%	15%	26%	24%
Bicultural issues	28%	20%	20%	15%	11%	29%
Management	38%	39%	47%	34%	31%	38%
Effective communication	48%	42%	33%	46%	35%	48%
Stress management	29%	20%	40%	17%	20%	33%
Assertiveness techniques	26%	18%	27%	20%	14%	24%
Time management	28%	17%	40%	22%	17%	29%
Customer service skills	42%	30%	27%	32%	24%	29%

Table 4: CPD topics: comparison of sector choices

The list of preferences for each of these sectors will give those working in these sectors the overall sense of what is important for their own sector, and CPD choices can be selected around these identified areas.

Overall discussion and implications

Balancing library needs with individuals needs can be a complicated process, especially when budgets are restricted, or when the library is 'just another service' offered by a wider organisation such as a local body. As well, needs as perceived by individuals vary from those perceived by their managers. Choices of what CPD an individual needs and wants has to take into consideration the requirements of their current position and current employer, their own development and growth needs, plus the changing nature of the profession around them.

In 2005, LIANZA set up a taskforce on professional registration and the consequent issue of professional development. This generated considerable debate on listservs and at meetings held round the country, and there was a wide range of submissions on the draft document. The final document was developed from these submissions and will set the direction of the profession.

One of the issues raised was the core competencies or body of knowledge required by this profession at this point in time, in this country. Research and investigation into what New Zealand librarians require and how best to deliver this core of knowledge continue. This means that CPD assumes an even greater importance in the professional life of librarians in New Zealand.

The range of CPD providers is also increasing in New Zealand, possibly in response to the increased need for CPD in the light of changing technologies, new services and the current context of digital initiatives and possible registration of professionals. The mainstay education providers are being joined by those offering short courses and workshops, such as Knowwhere, Caval, and SWIM, in addition to the myriad of LIANZA events and sessions, and those of their regions and Special Interest Groups. Other options such as professional reading, mailing lists, blogs and other such informal communications also add to the expanding range of CPD options.

Conclusion

Where does that leave the individual – the next generation librarian? Create a plan for your own CPD. This may be able to be done with your manager, but could also be something you tackle by yourself. Evaluate what you need, both for your current job, and for your career as a whole. Define the gaps in your skills and knowledge, and look for something to fill those gaps. If budgets are tight (and they usually are), consider some of the informal and free sources of CPD. Select from what is on offer; just because things are offered doesn't mean they are tailored to your own situation. Some may be highly suitable, others may need to be carefully considered, especially if they take too much time or money. Whatever you do keep a record of it, not just in terms of what you did, but in terms of which of those gaps you identified has been filled.

Your main consideration is the appropriate development and currency of your profession – you need knowledge and skills for the advancement of knowledge and skills in others. In this information society, we need access to and understanding of information. This takes us right back to our starting point: Without suitably trained, knowledgeable and innovative

librarians, there may be no libraries in the future. In order to direct, manage and work with the changes affecting the information landscape, and to meet the rapidly changing information needs of those using libraries, librarians need to have cutting edge knowledge and skills. Although meeting this is a task and a responsibility for the profession, it is also a task and a responsibility for the individuals within it.

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