Chapter 3

UNIVERSITY LIBRARY MANPOWER

3.1 Introduction

This chapter tries to examine the factors which necessitate the restructuring of university libraries in general and the manpower in particular. It presents the major developments that have taken place in the restructuring of manpower in the university libraries, the attempts towards manpower forecasting, the standards prescribed by various authorities in India and elsewhere as background of the study. An overview of the factors that lead to the job satisfaction of the library staff as exemplified by the major studies is also made as a theoretical underpinning.

Deekle and de Klerk have summarized the emerging trends in higher education which have major implications for academic libraries. More significant ones are the following:

- Advances in telecommunications and computer technology.
- Changes in curricula which recognize the interrelationship of academic disciplines.
- Increases in user demand for prompt and responsive information service.
- A frustrating sense of information overloads for both faculty and student clientele.
- A corresponding need for greater user discretion and selectivity amid the glut of information.
- Funding and spatial constraints which limit acquisitions, storage and service options.
- A need for effective administrative responsiveness toward fundraising and consortia requirements, and
- The management issues associated with changing organizational structures and staffing in response to changing needs of users.
The reactions of the authors to these changing trends have been different. Thompson predicted the end of academic libraries as far back as 1982. But the fact remains that much of what he has predicted have not come true. Wilson only suggested a redesigning of the university libraries in the context of the changed parameter. Brophy attempted to portray a generic model for the library which combines the traditional, hybrid and electronic in one and the same so as to serve ‘the common mission’ to enable users to get access to whatever information they need. Ackeroyd, on the other hand, is quite clear in his vision of the future academic libraries. He envisions that:

- Libraries will become functions rather than places.
- Libraries will become user-focused rather than collection-centred.
- Information will become cheap, but of questionable quality.
- Users will be more distributed, yet we will need to know more about them.
- Libraries will add value to information to provide more appropriate resources.
- The core processes of organizing information will diversify into creating user-focused, personalized systems addressing all kinds of information.
- Libraries will comprise a mixture of professionals with changing boundaries and alliances.
- Routine work will be shed in the pursuit of improving the student experience.

All the authors who have tried to study the problem of reorienting libraries are unanimous in identifying the factors which necessitate the change in the structure and composition of university library staff. These factors envisioned by the authors for restructuring the libraries have started to exert their influence in India also making it necessary for initiating such studies.

3.2 Manpower Planning

Manpower planning is a process which aims to ensure the efficient use of people. It is concerned with making sure that the right number of workers is in the
right place at the right time. Manpower planning also ensures that enough workers are available to do the work and that there is no overstaffing. It is also concerned with improving the efficient use of the labour force. In the field of Library and Information Science (LIS), manpower planning techniques have been adopted to solve problems within the profession as a whole. In United Kingdom, in manpower planning, the emphasis has always been on quantitative planning. Contrary to this, in United States, the thrust has been on the qualitative aspects with stress on the educational requirements and job skills required by library professionals.

Manpower planning is particularly important in LIS since it is a labour intensive profession. In most of the libraries and information centres staff costs exceed well over 50 percent of the total allocation for the library. Yet, as stated by Moore, libraries have tended to operate as if there were total flexibility in the labour supply. He adds, "This attitude has on occasion led to posts remaining unfilled for long periods, or being filled by someone with entirely wrong skills and experience. The overall pattern of work becomes disrupted, individual members of the staff frequently feel that their skill and talents are not utilized or that their promotion prospects have been frustrated, and the implementation of new services is hampered through the lack of appropriate skills or attitudes."

The manpower planning process can be broken down into four stages:

Stage 1: Evaluation of the existing manpower resources
Stage 2: Calculation of losses of existing manpower at the end of period.
Stage 3: Assessment of manpower requirements at the end of the forecast period.
Stage 4: Planning to bridge between known manpower resources and those required at the end of the period.

The first stage is concerned with finding out the details of the people who work for the organization, how old they are, whether they are likely to stay with the organization or whether they are looking for another job. The second stage, the calculation of the losses of the existing manpower which will take place during the forecasting period, looks at the rate at which people leave the organization and
their reasons for doing so, and attempts to estimate the overall rate of wastage and the impact of any future changes in hours and conditions of service. Stage three deals with demand. This is aimed at looking for the manpower requirements at the end of the forecasting period. This would depend on the planned service developments, changes in productivity or output per head and changes in the overall utilization of manpower. The fourth stage, i.e. the preparation of manpower plan would look at the future in terms of the impact of the careers of staff, the salary structure, the training need, the likely future recruitment and potential for deployment of staff.

Recruiting and retaining quality staff has always been a management objective. Beryl Morris has reviewed the options available to libraries and information units based on strategies such as banks, retail chains etc. She recommends the following strategies for the purpose:

**Recruitment:**

- a. Improve recruitment literature.
- b. Target specific groups of potential employees.
- c. Improve the image of the library and information work.
- d. Stress the personnel and training activities of the organization.
- e. Attend recruitment fairs.
- f. Provide more attractive conditions for women.
- g. Increase the use of temporary staff.

**Retention:**

- a. Improve salaries
- b. Offer benefits such as extra leave, promotion and training opportunities for those who stay.
- c. Examine working hours and introduce flexi-time.
- d. Introduce career break scheme which permit women and men to take a break away from work for family and other reasons.

Availability of suitable manpower has been a problem in United States and United Kingdom and therefore, a number of studies by committees and task forces,
appointed either by the Library Associations or by the Higher education departments several times bear testimony to this fact. The Joint Funding Council's Libraries Review Group Report (Follett Report), the White Paper by the Ad Hoc Task force on Recruitment and Retention Issues prepared by Association of College and Research Libraries and umpteen number of other reports are examples. But recruitment of personnel has not been much of a problem in India, especially in Kerala, because of the abundance of qualified personnel and absence of periodical revision of qualifications and skills to suit the times. This may be one of the reasons for the dearth of literature on the subject in India. But a time has come when Indian libraries also have to review the situation and resort to manpower planning on scientific lines and adopt sound manpower management policies including the revision of qualifications and expected skill sets.

3.3 Impact of Information Technology

Digital formats and related technological advancements have led to new approaches to teaching, learning and research by allowing new methods of accessing information and disseminating research findings. These innovations, in turn, compelled libraries to reexamine their role in higher education and to reconfigure their collections, facilities, services and products. The personal computers, increased bandwidth, networks, the Internet coupled with the undisputable advantages of an array of digital formats have allowed the libraries to envisage a new role in the information scenario.

3.3.1 Library automation and organizational structure

In university libraries a typical structure is a functional one based on a division of the library into departments of acquisition, classification and cataloguing, maintenance, circulation and so on. A second model called a divisional structure is to have branch libraries each serving a department or faculty of the university. This structure turns out to be a subject departmentalization based on a division of user groups. But in practice, most libraries have hybrid structures with the central library following functional pattern along with the existence of a number of departmental libraries. The use of information technology in its wake
has started making inroads into this organizational structure. Concerning the impact of information technology on organizational structure in general, Paul E Burton of the Strathclyde Business School, has posed a number of questions around which the relevant literature revolves. Peter Drucker is of the view that when companies shift from using computers for processing data to producing information, then organizational structure will change and the number of managerial levels will be sharply reduced. This is true of libraries also.

A first and obvious instance of functional integration is the merging of acquisitions and cataloguing. Further, telecommunications now make it possible for the library to a large extent to download the bibliographic information produced either by the book trade or by national libraries. As a result, a number of libraries today are considering or even implementing a structural fusion of the cataloguing and acquisition departments. Thus automation seriously undermines the traditional rationale of functional library structure by providing opportunities for functional integration across departmental boundaries. This definitely has its impact on staff structure and composition.

As a result of the impact of integrated library automation systems and the Internet, mostly in the western countries, the staff sizes have remained relatively constant in spite of the increased user demands and expectations. Computerization has allowed technical services staff to handle increased workloads without additional staff. It has also allowed libraries to focus more on reader’s services at the cost of technical ones. Technology also has a tendency to flatten the hierarchical structure of the library by avoiding supervisors at the lower levels.

With the rapid rise in IT and electronic information resources, the demand for skilled library professionals is on the increase. But the United States has experienced an acute shortage of qualified and skilled manpower which prompted the Association of College and Research Libraries (ACRL) to appoint a Subcommittee to examine how academic libraries can successfully recruit and retain professionals in an increasingly competitive environment. The Task Force identified that shortages of MLIS degree holders, increasing retirements, and low
salaries make the supply/demand gap even greater for academic libraries.\textsuperscript{14} Though all the reasons identified by the Task Force may not be relevant in India, a few of them are suited to our conditions also.

### 3.4 Changing Roles and Responsibilities of Staff

It is a fact that staff responsibilities have dramatically changed over the past few decades. Association of Research Libraries (ARL) statistics indicates that the greatest increase in professional hiring over the last few decades involves ‘functional specialists’ defined by ARL as “…media specialists, or experts in management fields such as personnel, fiscal matters, systems, preservation etc.” Only 55 percent of the functional specialists possess that badge of professional librarianship, the MLS degree.\textsuperscript{15} Steele and Guha pose a number of questions as to the new role of librarians in the changing information scenario. “Are we leaders, supporters, participants, supplicants or mere spectators in the inexorable process of globalization? Are librarians to be archival museum keepers, Internet subject facilitators, web masters, metadata creators, virtual university content providers, electronic information entrepreneurs?”\textsuperscript{16} Then they try to provide the answers also. In the information society of the future the ability to manage knowledge in different ways is essential. The traditional skills of librarianship will either be transformed and/or supplemented. Employees will be involved in a life-long learning process; be flexible to work in a variety of projects and areas; be able to process and apply information to the satisfaction of their user communities; and be able to market information and have a high level of expertise in appropriate information technologies. A shift in paradigm of working styles, meshing traditional library approaches to information provision, will occur.

Some tasks that are to be taken up in libraries due to the changing information scene are related to the traditional library departments, but some are new. Roitberg lists the following jobs as some of the daunting tasks library professionals are forced to take up now.\textsuperscript{17}

- Licensing electronic journals is related to the periodicals section which is a labour intensive and time-consuming job;
• Linking the electronic journals to the library homepage;
• Imparting reader’s services by electronic means;
• Constant checking of new journals and e-journal collections as to their contents, format and method of linking;
• Conducting user education as to the use of new services and facilities;
• Maintaining and updating of library homepage which requires a lot of effort;
• Dealing constantly with new missions, new technologies, to partners to compete with; and
• Constant pressure to proceed and not to be left behind.

In any study of the library manpower, the prescriptions of Gorman’s ‘Drift Down Theory of Organization’ holds good. \(^{18}\) He is of the view that:

• No professional should do a task that can be performed by a para-professional.
• No para-professional should do a task that can be performed by a clerical staff member.
• No human being should do a task that can be performed by a machine.

These principles can be taken as guidelines of any study on manpower utilization and therefore, are adopted here also.

### 3.5 Professionals vs. Para-professionals

Literature on library management dates back to 1930s when studies on the application of principles of management in libraries started in the United States. It can be seen from the literature of that period that from the 1930s through 1950s library staff were of two types – professional librarians and clerks whose jobs consisted mainly of typing and filing of cards. The jobs of the clerks consisted of tasks that are routine, time-consuming and repetitive. In 1939, an ALA report recommended a three-tier staffing system of professionals, sub-professionals and clericals. \(^{19}\) The sub-professionals are the present day para-professionals. Terms
like library technicians, para-librarians, library associates and library assistants are also used to designate them.

Evans et al are of the view that in U.S. libraries at present utilize several categories of employees but there are three basic groups. They are (i) Full time individuals who have a master's degree in Library and Information Science and/or a subject graduate degree (librarians/professionals/subject specialists) (ii) Full time individuals with degrees ranging from high school to post graduate (para-professional, non-professional, support staff, library assistant, technical assistant, library media technical assistant and clerical staff are some of the titles) and (iii) Part-time individuals with or without a degree (pages, shelvers, interns, student assistants, volunteers etc.). In 1990s American Library Association appointed a number of focus groups to study different aspects related to para-professionals. Larry Oberg has extensively dealt with para-professionals. By definition, a para-professional is someone who gives support to a professional person, such as a lawyer, physician, or in this case, an academic librarian. “Para” is a Greek word meaning beside, rather than subordinate.

Brian Nettleford tries to analyze the relationship between staff performing professional activities and those performing other library activities. He defines librarians who act "as planners, administrators, or practitioners of librarianship, and having the ability to analyze information in depth and with perspective, based on an appreciation of the role of the library as a service organization". According to him, a para-professional is a person who has the knowledge, use and understanding of a range of specific techniques, procedures and services that can be undertaken according to a set of predetermined rules, without the need to exercise professional judgment in decision-making. Hoffman suggests that para-librarians would be a preferable term to para-professionals.

The once distinct lines between the responsibilities of professionals and para-professionals have become relics of the past. While at one time there may have been general agreement that librarians performed the intellectual work and para-professionals the routine tasks, it is no longer clear that this is where the distinction between professional and para-professional work lies. Allen Veaner
believes that all employees of the academic libraries have been transformed into ‘knowledge workers’, a dramatic change from the clerical position that a staff occupied a few decades ago.\textsuperscript{25} The burgeoning role of para-professionals is evident from the case study given by Sally W Kalin, Associate Dean for Penn State University Libraries, USA.\textsuperscript{26} In 1978, in the Penn State University Libraries at University Park, the position of Manager, Facilities; Chief System Development; Personnel Librarian; Head of Lending Services; Head of Reserves and Head of inter-library loan were filled by the professional librarians. In 2002, all these positions were occupied by the staff (para-professionals), of course, with some title changes. Naturally, the number of Technical Services Librarians came down from 23 in 1978 to 9 in 2002. The number of Access Services Librarians dwindled to 1 from 5 in the same period.

Restructuring is leading many libraries to rethink individual job qualifications and requirements. Such restructuring of the libraries and the library manpower is likely to lead many of the academic libraries to have an expanded concept of manpower. Thus, there may be a more diverse and perhaps larger workforce in terms of number and type of professionals where the jobs and qualifications are rethought on a regular basis. It is high time that Indian libraries thought of restructuring the workforce in the light of the induction of new technologies.

3.6 Forecasting staffing needs

There are various means of estimating staffing requirements. The most common are (i) time and motion studies (ii) \textit{ex post facto} accounting of data concerning direct staffing and related workloads and (iii) based on total staff budget.\textsuperscript{27}

There are several purposes for time and motion studies. First, they provide the basis for assessing the effect of changes in patterns of work on the productivity or efficiency of workers. Sometimes simply changing the sequence of component motions or the locations of materials to be processed will have a dramatic effect on productivity and a time and motion study can be used to test the effect of such
changes. Second, they provide the data, in the form of "workload factors", on which to assess the staff required to handle a given workload. A workload factor identifies the staff time per unit work required to perform a given task so that when multiplied by the workload to be handled, it serves as the basis for calculating the required total staff time and from that number of staff can be calculated.

A second approach to staff estimation is an ex post facto accounting for direct staff FTE (full-time equivalent). That is, data reported in a wide variety of ways are reduced to a common accounting structure, from which is then calculated the implied associated staffing. This approach is in contrast to the typical time and motion study, in which careful measurements are made of the time actually taken for each of a sequence of operations, and to a "total cost" approach, in which reported costs for an operation are taken as a whole and simply divided by the total workload.

The third approach is to estimate staffing requirements on the basis of total staff budgets. The problem here, of course, is that this provides absolutely no basis for allocating the staff among functions or workloads. It provides no basis for management, for decision-making, or for planning.

There are a number of quantitative formulae for calculating wastage rates in order to establish yearly trends and work out yearly trends in the years ahead. The simplest of this is:

\[
\frac{\text{Number of staff leaving in a year}}{\text{Average number of employees}} \times 100 = \text{percentage wastage}
\]

This may, however, conceal a high turnover in one area of the library, or at one level of staff such as non-professional juniors on the counter. Therefore, it is more representative of the true wastage rate to calculate:

\[
\frac{\text{Number of staff with over one year’s service}}{\text{Number of staff employed one year ago}} \times 100
\]
The result is a 'labour stability index', which can be used to keep a check on staff trends in a specific library. This kind of information may be politically useful in drawing up arguments to safeguard a library from staffing cuts, but should be allied to other common formulae, such as member of library users per staff member (full-time equivalents - student members in education (FTEs); population served in public libraries; number of researches who need SDL in a special library).

3.7 Manpower Standards

As in many other cases manpower standards vary widely from country to country. Professional Associations have taken the lead in formulating standards, especially in developed countries. The standards brought out by the Association of College and Research Libraries (ACRL), a division of the American Library Association and Library Association (UK) serve as examples.

3.7.1 American Standards

In fact, ACRL and similar agencies are continuously engaged in the process of updating standards which contain norms for staff also. These standards are particularly suited to the American institutions of higher learning which are essentially residential in nature. They mainly consider the number of the full time students and faculty members for calculating the quantity of manpower in libraries after specifying the standards for service. For example, the ACRL Standards for College Libraries (1995) which cover institutions of higher learning like universities give the following specification.

1. 1 librarian for each 500, or fraction thereof, FTE students up to 10,000.
2. 1 librarian for each 1000, or fraction thereof, FTE students above 10,000.
3. 1 librarian for each 100,000 volumes, or fraction thereof in the collection.
4. 1 librarian for each 5,000 volumes, or fraction thereof, added and/or withdrawn per year.

Of late, Americans have started prescribing quality standards for staff also rather emphasizing quantity. The Standards for Libraries in Higher Education approved by the ACRL Board of Directors in June 2004 poses a set of 8 questions...
to check whether the staff appointed is of the required variety. The publication states:

“The staff should be sufficient in size and quality to meet the programmatic and service needs of its primary users. Librarians should have graduate degree from an ALA-accredited program. In addition, there may be other professional staff who will have appropriate combinations of training, experience, and/or degrees. All library professionals should be responsible for and participate in professional activities. The support staff and student assistants should be assigned responsibilities appropriate to their qualification, training and capabilities. The further development of the professional and support staff should be promoted through an on-going commitment to continuing education, including training on security, emergencies, and the preservation of materials. Professional library staff should be covered by a written policy that clearly establishes their status, rights and responsibilities. This policy should be consistent with the ACRL Standards for Faculty Status for College and University Librarians”.

Earlier, standards used to rely heavily upon programme “inputs” such as financial support, space, materials and staff activities. The new standards broadly address all aspects of creating a viable library: planning, services, instruction, resources, access, staff, facilities, communication and cooperation, administration and budget. They continue to consider “inputs”, but also take cognizance of “outputs” and “outcomes.” “Inputs” are generally regarded as the raw materials of a library programme -- collection, equipment and staff out which a programme can arise. “Outputs” serve to quantify the work done, i.e. number of books circulated, number of reference questions answered etc. “Outcomes” are the ways in which library users are changed as a result of their use of library’s resources and programmes. They measure and affect how library goals and objectives are achieved. The standards put forward questions in each area to facilitate examination and require points of comparison with peer institutions. They also recommend that this process has to be continuous and adaptive.
3.7.2 Library Association Guidelines

The Library Association also calculates the manpower in terms of the students of the university.

"...The Library Association believes that higher education institutions should view a point between the median and the 75 percentile as the minimum target (1 FTE staff member: 115 - 125 students FTE); in further education the minimum target should be 75 percentile (1 FTE library staff member: 329 students FTE in large colleges and 205 students FTE in small colleges) and in large institution should exceed this level."\(^{38}\)

The recommendation is that professional librarians and para-professional staff are required in most institutions in a ratio between 1:2 and 3:2.

3.7.3 Canadian Standards for University Libraries

The Canadian Library Association's prescription for the university library staff is as follows:\(^{39}\)

One professional to 300 students. Professionals are to be at least 31 percent of the whole staff.

Public Services: 1 for 200 users.

Book ordering: 2500 titles per staff member.

One Librarian: 10000 titles ordered.

Ratio of clerical to professional staff: 3.1

Cataloguing: Annual output per cataloguer: 3000 titles.

3.7.4 Ranganathan’s Staff Formula

S. R. Ranganathan’s staff formula is based on his personal experience in the Madras University Library which served as his laboratory. In addition, his capacity as adviser to many libraries enabled him to test the feasibility of this formula in different types of libraries. Since its publication in 1948 it has been tested in several places in India and abroad and found to be applicable. The formula is as follows.\(^{40}\)
Let $A = \text{Number of volumes Accessioned in a year.}$

$B = \text{Annual Budget allotment in Rupees.}$

$D = \text{Number of periodicals Documented – that is, abstracted and indexed in a year.}$

$G = \text{Number of Gate-Hours for a year.}$

(One Gate-Hour = One counter gate kept open for one hour.)

$H = \text{Number of hours the library is kept open in a day.}$

$P = \text{Number of periodicals currently taken.}$

$R = \text{Number of Readers per day.}$

$S = \text{Number of Seats for readers.}$

$V = \text{Number of Volumes in the library.}$

$W = \text{Number of working days in a year.}$

$[X] = X, \text{ if X is one integer.}$

$= \text{The integer just greater than X, if its fractional part is greater than 0.25.}$

$= \text{The integer just smaller than X, if its fractional part is not greater than 0.25.}$

$SB = \text{Number of persons in Book Section.}$

$SC = \text{Number of persons in Circulation Section.}$

$SL = \text{Number of persons as Librarian and his deputies.}$

$SM = \text{Number of persons in Maintenance Section.}$

$SP = \text{Number of persons in Periodicals Section.}$

$SR = \text{Number of persons in Reference Section.}$

$ST = \text{Number of persons in Technical -- that is Classification and Cataloguing Section.}$

**Formulae for Staff of Different Sections**

$SB = A/6000.$

$SC = G/1500.$

$SL = HW/1500.$

$SM = A/3000.$

$SP = P/500.$


$ST = (A + 40D)/2000.$
Formula for Total Professional Staff

\[ SB + SC + SL + SM + SP + SR + ST = \frac{3(A + 20D) + 2(G + 3P) + 2W(H + 6R/50)}{3000}. \]

Formula for Non-professional Skilled Staff

\[ B/30,000 + [S/100]. \]

Formula for Unskilled Staff

\[ SB/4 + SC/2 + SL + SM/4 + SP/2 + SR/8 + A/20,000 + D/500 + B/60,000 + [S/100]/4 + V/30,000 = \frac{27A + 2(B + 120D) + 40(G + 3P) + 30,000[S/100] + 4V + 2W(40H + 3[R/50])}{120,000}. \]

The staff formula suggested by the UGC Committee on College and Research Libraries, the Chairman of which was Dr. Ranganathan makes slight modifications in the formula. The Report states that the strength of the staff for the different sections is to be determined on the following basis.

i. Book Section: One person for every 6000 volumes added in a year.

ii. Periodical Publications Section: One person for every 500 current periodicals taken.

iii. Documentation Section: One person for every 1000 entries in a year.

iv. Technical Section: One person for every 1000 entries prepared in a year.

v. Reference Section: One person for every 50 readers (other than the users of the text-book collection) in a day.

vi. Circulation Section: One person for every 1500 hours for which one wicket gate of the library has to be kept open in a year.

vii. Maintenance Section: One person for every 6000 volumes added in a year, one person for every 100,000 volumes in a library.

viii. Administrative Section: Minimum of one library accountant, one steno-typist and one correspondence clerk.

ix. Supervisory Section: One Librarian and one Assistant or Deputy Librarian.

x. Unskilled Staff: One cleaner for every 30,000 volumes in the library. One attendant each for every 6000 volumes added in a year, for every 500 current
periodicals taken, and for each of the shifts in the Circulation Section and the semi-skilled workers normal to any institution.

DRTC has supplemented the norms for manpower estimation for modern services left out by Ranganathan. Standards have also been developed for estimating the manpower required for Compilation of Annotated Bibliography, Preparation of Current Awareness Lists, Newspaper Clipping Service, Digest Service, Data Service, State-of-the-art Report/Trend Report, Critical Reviews etc. University Grants Commission has approved the staff formula of Ranganathan, while other Government of India institutions like Geological Survey of India, Indian Council of Agricultural Research, Indian Standards Institution have formulated their own standards based on the unit time of operation. One of the norms which has evoked considerable interest among library professionals, is the one formulated by the Staff Inspection Unit (SIU), Ministry of Finance, Government of India for determining the strength of library staff in a library.

3.8 Job Satisfaction of Library Professionals

Abraham Maslow, Herzberg, Douglas McGregor, Victor Vroom and a host of others have contributed to the theory of motivation and the resultant job satisfaction. Satisfying factors motivate workers whereas dissatisfying ones act as deterrents. Motivating factors are achievement, recognition, the job conducted, responsibility, promotion and the factors related to the job itself for personal development. There is a consistent relationship between the professional status and the job satisfaction. High levels of job satisfaction are observed in those professions which have good standing in the society. Age is a major factor affecting job satisfaction. It has been found that wage, management policy, security, working conditions, social relations, possibilities of promotion, respect from others, the size of the organization and self development and achievement also affect the job satisfaction. A diagrammatic representation of the various factors leading to job satisfaction and dissatisfaction is given in Fig. 3.1
Job satisfaction is found to vary with career maturity. Career maturity is taken as progress through career stages in life. Career stage models usually include five major life stages: growth, exploration, establishment, maintenance and disengagement. In 1980, Donald Super has developed a career stage model with the task and concerns in each stage measured with the Adult Career Concerns Inventory (ACCI). Super proposes that the stages of a person's career allow for the development and implementation of one's self-concept. He outlines five stages or a 'maxi-cycle' that covers a typical career -- growth, exploration, establishment, maintenance, and disengagement or decline. The first two stages, growth (7-11 years of age), and exploration (14 -18 years of age), are essentially pro-career activities and provides a basis for later adult career involvement. The last three
stages are establishment, maintenance and disengagement. The characteristic features of each period are given in Table 3.1.

### Table 3.1
Stages in the Super’s Career Stage Model

<table>
<thead>
<tr>
<th>Stages</th>
<th>Growth</th>
<th>Exploration</th>
<th>Establishment</th>
<th>Maintenance</th>
<th>Disengagement</th>
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<tr>
<td>TASKS</td>
<td>Preparation</td>
<td>Crystallization</td>
<td>Stabilizing</td>
<td>Holding</td>
<td>Deceleration</td>
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<td>Specification</td>
<td>Consolidating</td>
<td>Updating</td>
<td>Retirement</td>
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<td></td>
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<td>Implementation</td>
<td>Advancing</td>
<td>Innovating</td>
<td>planning</td>
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<tr>
<td>CONCERNS</td>
<td>--</td>
<td>Deciding what</td>
<td>Achieving</td>
<td>Identifying</td>
<td>Planning well</td>
</tr>
<tr>
<td>(Sample)</td>
<td></td>
<td>one wants to do</td>
<td>stability in occupation</td>
<td>new problems</td>
<td>for retirement</td>
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<td></td>
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<td>for a living</td>
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<td>to work on</td>
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</table>

**Establishment:** During this period which spans through the 20’s and 30’s, an individual tests out ways to fill a professional role and formulates ideas about how to practise the chosen profession.

**Maintenance:** This period begins three to five years after completion of the establishment stage, generally during the 40’s and 50’s. At this stage, an individual tailors life decisions based on experience and career accomplishment. If the first two stages have been successful, he/she often has the confidence to break away from traditional practices.

**Disengagement:** This period covers the later career years up to retirement. As the individual moves towards superannuation, he/she has decreased expectations and output. There is a shift from career to non-work activities. Therefore, this stage is also described as the decline stage.

Super also developed the concept of ‘recycling’ which means that a person may return at any point to an earlier stage for a while, thus creating a potential for a ‘minicycle’ at each level. This is particularly so for those who change careers often. A librarian, for example, who has held two positions in public library and then
accepts a position in an academic library, may opt to return to an earlier stage in
the 'maxicycle', before feeling confident with his/her job responsibilities in the
academic library environment. Library and information centre managers can increase the expectancy level
of employees by adopting a number of steps. The usual methods adopted are:

a. increasing the level of confidence of the employees to achieve the required
   level of performance;
b. praise, either public or private;
c. rewards for sincerity, dedication and constructive ideas;
d. participation in decision-making;
e. delegation of responsibility;
f. increase in the pay;
g. improved work environment;
h. job enrichment;
i. job enlargement, and so on.

D’Elia’s findings were that the satisfaction needs among librarians were
quite similar, and that their job environment provided the characteristics which
caused them satisfaction or dissatisfaction. The most important characteristics in
providing job satisfaction were ‘supervision-human relations’ and ‘ability utilization’.
When these are translated into job dimensions, the former means library policy and
practices and the supervisory climate. Ability utilization covers factors intrinsic to
the job itself, such as use of one’s training and expertise which involves permission
to exercise one’s responsibility and professional autonomy and the recognition by
the authorities for doing so.

3.9 Conclusion

A number of factors like increasing number of clientele, their growing
sophistication and demands, diversity of information media, changes in the
curricula and method of instruction, information overload, shrinking budgets,
increasing specialization, competition from other players in the field and above all,
the all pervading effect of information technology have forced libraries to re-engineer the organizational set up. This has its impact in the structure and functions of the library professionals. The chapter has reviewed the changes coming up as a result of the impact of the above factors, especially in the nature of jobs, staff structure, their duties and responsibilities, designations and the challenges facing the staff. The methods and standards adopted in developed countries to forecast library manpower needs and attempts in India are also examined. Since the quality of service rendered is very much dependant on the motivation and job satisfaction level of the staff, the major developments in the area are also examined. The surfeit of studies in these areas in the western world and lack of literature in India points that our country is yet to awake to the same developments which have already started exerting their influence.

References


36. ACRL Standards for College Libraries op.cit.:34


43. Ibid.: 134


