

Professional, Workplace, and Continuing Education: Building a Personal Toolkit for Practice

Beth S. Woodard & Lisa Janicke Hinchliffe

IMLS Grant Project – Session for Educators

June 16, 2010



Welcome!



Lisa Janicke Hinchliffe
(Gmail/Facebook/Twitter: LisaLibrarian)



Beth Woodard
(Facebook)

What was your path?
How did you learn?





What can we notice about our experiences?

- When?
- Who?
- Where?
- Why?



What is a Profession?

“A profession is a disciplined group of individuals who adhere to ethical standards and hold themselves out as, and are accepted by the public as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others.”

Source: Professions Australia. (1997). Definitions of a profession. Retrieved from <http://www.professions.com.au/definitionprofession.html>

Learning is ...

“a change in human disposition or capability that persists over a period of time and is not simply ascribed to processes of growth”

Robert Gagne. 1985. *Conditions of Learning and Theory of Instruction*.
4th edition. New York: Holt, Rinehart, and Winston

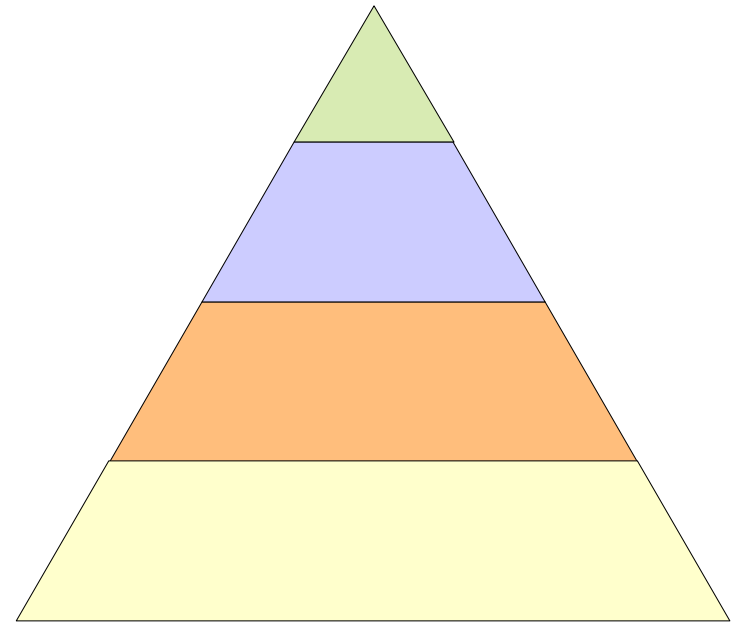
Lifelong Learning

“all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective”

http://ec.europa.eu/education/policies/lil/life/what_islil_en.html

The Professional Education Pyramid

- Professional education programs must recognize different needs at different stages of one's career:
 - Novice
 - Advanced Beginner
 - Competent Practitioner
 - Proficient Practitioner
 - Expert



Source: Queeney, D. S. (2000). Continuing professional education. In A. L. Wilson & E. R. Hayes (Eds.), *Handbook of adult and continuing education* (pp. 375-391). San Francisco: Jossey-Bass.

Workforce Education

(or Workforce Literacy)

Work-related learning experiences which can include foundation skills, technical knowledge and computer skills; serve either employed or unemployed workers; are provided either inside or outside the workplace; focus on the skills and knowledge workers need to get and keep good jobs and meet demands for productivity, safety, and advancement.

What is Continuing Professional Education?

“Continuing professional education refers to the education of professional practitioners, regardless of their practice setting, that follows their preparatory curriculum and extends their learning, or assimilation of information and ideas that can contribute to the quality of their day-to-day performance, throughout their careers.”

Source: Queeney, D. S. (1996). Continuing professional education. In R. L. Craig (Ed.), *The ASTD training and development handbook: A guide to human resource development* (4th ed.) (pp. 698-724). New York: McGraw-Hill.

SOCIALIZATION

process of internalizing the culture, values, beliefs, and norms of a profession and thereby becoming part of and identified with the profession

- discovering and gaining awareness of profession
- exploring educational and career possibilities
- developing professional identity
- committing to leadership and relationship development in profession

discovering and gaining awareness of the profession

- investigates the opportunities of the profession,
- correlates their strengths and interests with professional competencies, and
- pursues information relating to the education and professional requirements

exploring educational and career possibilities

- investigates the educational requirements
 - for the profession in general (e.g., master's degree in library and information science), and/or
 - the additional competencies required for specific areas of the profession

developing professional identity

- process by which one
 - attains a sense of oneself as a professional and
 - identifies oneself as a professional to others

Margaret B. Edwards & Lisa Janicke Hinchliffe, “ Roles of Coaching and Mentoring in Attracting Recruits and Socializing Entrants to the Profession” in *Strategies for Regenerating the Library and Information Profession*, Edited by Varlejs, Jana; Lewis, Liz; Walton, Graham. Berlin: Walter de Gruyter – K. G. Saur, 2009

committing to leadership and relationship development in profession

- one begins to develop a sense of one's self as a professional leader and coach or mentor to others in the profession
- enhancing one's personal influence and building the community of professional practice

Example Stories

- Jill: Undergraduate Student Assistant → Graduate Assistant → Public Library Youth Services Librarian → Public Library Director
- Mike: Graduate Assistant → Academic Library Cataloging Librarian → Academic Library Head of Technical Services
- Pat: PhD Candidate Not in LIS → Graduate Assistant → Entry-Level Reference/Instruction Librarian → Subject Specialist



Jill:

Undergraduate Student
Assistant →

Graduate Assistant →

Public Library Youth

Services Librarian →

Public Library Director



Jill – Undergraduate Student Assistant

- Tasks mainly to reshelve books, check books out, and help people find materials.
- Learning is almost entirely work-related.
- No expectation that the student will be learning off the job.



Jill – Graduate Assistant

- Work-related experiences are provided through Library-wide formal training opportunities, and optional programs.
- Expected that graduate assistants will also be developing knowledge and skills through coursework in GSLIS.
- Expected that they will also be developing their interests through exploration of professional opportunities.

Jill - Public Library Youth Services Librarian

Youth Services Librarians Roles & Competencies

- Information Provider
- Program and Events Coordinator -
- Learning Facilitator
- Adviser
- Collection Developer
- Networker
- Advocate
- Manager



Jill - Public Library Director

Certified Public Library Administrator® Program

<http://ala-apa.org/certification/>

– Core (required):

- Budget and Finance
- Management of Technology
- Organization and Personnel Administration
- Planning and Management of Buildings

– Electives (3 of 5 required):

- Current Issues
- Marketing
- Fundraising/Grantsmanship
- Politics and Networking
- Serving Diverse Populations





Mike:

Graduate Assistant →
Academic Library
Cataloging Librarian →
Academic Library Head
of Technical Services



Mike - Graduate Assistant

- Work-related experiences are provided through Library-wide formal training opportunities, and optional programs.
- Expected that graduate assistants will also be developing knowledge and skills through coursework in GSLIS.
- Expected that they will also be developing their interests through exploration of professional opportunities.



Mike - Academic Library Cataloging Librarian

Maps Example: Bibliographic record creation (“original cataloging”)

- Understand theory and practice of descriptive cataloging as it applies to cartographic materials
- Correctly identify the title proper when more than one title exists or when a single title can be read in multiple ways
- Correctly provide for second or alternative titles in the record
- Understand scale and how it functions, know the different methods of communicating scale and calculating scale when necessary, and supply scale statements in the correct format(s)
- Understand map projections and correctly apply projection information when needed
- Understand the coordinate system and apply correct latitude/longitude values and formats when given on the map
- Understand the coordinate system and apply correct latitude/longitude values and formats when supplying coordinates
- [continued next slide]

Maps Example (continued)

- Interpret and then provide correct information about the physical characteristics of cartographic items
- Know and apply the correct techniques for measuring and correctly provide measurements in the bibliographic record
- Determine the correct form of heading for personal and corporate names and/or uniform titles and create correct forms of headings when needed
- Train for, and actively participate in, Cooperative Cataloging Programs as a means of "contributing to the greater good" and maintaining one's skills



Mike - Academic Library Head of Technical Services

Supervising functional areas:

- Acquisitions
- Cataloging
- Database maintenance
- Physical processing
- Preservation
- Serial control.

Additional management responsibilities could include:

- collections (23.4%)
- systems (17.02%)
- electronic resources (19.15%)
- non-MARC metadata services (12.77%)
- digital services (10.64%)
- special collections (2.13%).

Lihong Zhu , Employers' expectations for head of technical services positions in academic libraries
Library Collections, Acquisitions, and Technical Services Volume 33, Issue 4, 2009, Pages 123-131



Pat:

PhD Candidate
(Not in LIS) →
Graduate Assistant →
Entry-Level Reference/
Instruction Librarian →
Subject Specialist



Pat - PhD Candidate (Not in LIS)

- Personal research skills
- Deep disciplinary content knowledge
- Understanding of disciplinary community of practice
- Established personal research agenda



Pat - Graduate Assistant

- Work-related experiences are provided through Library-wide formal training opportunities, and optional programs.
- Expected that graduate assistants will also be developing knowledge and skills through coursework in GSLIS.
- Expected that they will also be developing their interests through exploration of professional opportunities.

Pat - Entry-Level Reference/ Instruction Librarian



Reference Proficiencies

- Access
- Knowledge base
- Marketing/awareness/informing
- Collaboration
- Evaluation/assessment

<http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/professional.cfm>

<http://www.ala.org/ala/mgrps/divs/acrl/standards/profstandards.cfm>

Instruction Proficiencies

- Administrative skills
- Assessment & evaluation skills
- Communication skills
- Curriculum knowledge
- Information literacy integration skills
- Instructional design skills
- Leadership skills
- Planning skills
- Presentation skills
- Promotion skills
- Subject expertise
- Teaching skills



Pat - Subject Specialist

RUSA Guidelines for Liaison Work

<http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesliaison.cfm>

6.3 Liaison activities

6.3.1 Academic libraries should involve their clientele in collection management as much as possible

6.3.2 Suggested formal activities include, surveys of library users, faculty, staff, and students to evaluate their satisfaction with library resources; regular meetings with faculty to ascertain planned curriculum developments and to identify new resources;

communication of available materials and services; and establishment of a process by which library users can suggest purchases.

6.3.3 Suggested informal activities include, but are not limited to, participation in campus organizations and activities, monitoring campus media for activities and events that affect collections, and encouraging library use and support by non-users.

Thinking about learning....

Imposed \leftrightarrow Self-Directed

Formal \leftrightarrow Informal

Internal \leftrightarrow External

UIUC Library

Staff Development and Training

- Coordinator (Beth Woodard)
- Reports to Associate University Librarian for Services (Scott Walter)
- Staff Development and Training Advisory Committee
- *<http://www.library.illinois.edu/training/training.html>*
- Example groups
 - Students
 - Graduate assistants
 - All staff
 - Untenured librarians
- Example topics
 - Technology
 - Tenure and promotion
 - Customer Service
 - Supervisory skills
 - Wellness

Personal Development Plan

- Goals
- Skills Required
- Skills Needed
- Development Options
- Timeframe
- Sequencing

*Questions?
Comments?*

Thank You!