THE SMART ONES – ONE-PERSON LIBRARIANS IN IRELAND AND CONTINUING PROFESSIONAL DEVELOPMENT

Eva Hornung

Department of Information Studies, University of Sheffield, U.K.,

e.hornung@sheffield.ac.uk

ABSTRACT

Little is known about one-person librarians (OPLs) in Ireland, let alone their Continuing Professional Development (CPD) needs or their experience of it. As the sole information provider in their respective organisations, however, they need to be at the forefront of knowledge acquisition in order to provide a high quality service. This research project examines, by adopting a phenomenographic approach, the qualitatively different ways in which OPLs understand and experience CPD. Semi-structured interviews with qualified librarians, who were selected through a purposive sampling strategy, were the main source of data collection. The present paper reports on the preliminary results of the pilot study conducted in summer 2008. Four categories of description regarding the conceptions of successful CPD were identified: work-related, career-related, profession-related, and personal-development. Furthermore, two distinct ways of experiencing different methods of CPD emerged: subject-specific and library/information-specific. It remains to be seen if the main sample confirms these findings.

INTRODUCTION

Continuing professional development (CPD) has been acknowledged as one of the most important tasks in many professions today. Library and information professionals should be at the forefront of CPD for their own good and for the good of the organisations and customers they are serving. As An Chomhairle Leabharlanna/The Library Council[1] stated in their key report "Joining Forces,"

> Professional education should be relevant to the practising needs of library and information service staff and should reflect their diverse needs in a consistently changing environment… The lack of provision for CPD is a major barrier to the development of libraries and information services.[1 (p175)]

One-person librarians (OPLs) in particular might find CPD challenging. Their position within an organisation is unique in that that they cannot participate in professional development the same way librarians employed at a larger library can, yet they are usually the sole information provider in an organisation. Webb[2] found that "the independent information broker/consultant and the individual working as

a 'one-person library', i.e. having sole responsibility for the operation and development of a service with little or no assistance, may feel at times that the most difficult thing for them to achieve is continuing self-development." [2] (p81)

Furthermore, unless a newly graduated library professional already has an established interest in a specific area while at library school, he or she very often only specialises on the job and can only gain professional maturity in the workplace through CPD.[3] So if we agree on the importance of CPD and if we want to provide librarians with CPD opportunities, then we need to understand what CPD means to people in that profession. This research project aims to understand OPL's qualitatively different ways of understanding CPD.

Following an extensive literature review in the fields of CPD, lifelong learning, library and information studies (LIS) in general and studies on OPLs, the research questions have been narrowed down to:

- What are the Irish OPL librarians' conceptions of successful and effective CPD?
- How do OPLs in Ireland experience different methods of CPD?

METHODOLOGY

The importance of meaning is at the centre of this research. The purpose is to investigate OPLs' perceptions of CPD as stated in their own words, reflecting on their own experience of this phenomenon The research approach adopted is therefore a phenomenographic one, as this allows an inside view into so-called "second-order perspectives," which Marton describes as "people's ideas about the world (or their experience of it)" and our statements about those ideas and experiences.[4] (p178) According to Marton and Booth,[5] phenomenography is not a method in itself, but "rather a way of …identifying, formulating, and tackling certain sorts of research questions…particularly aimed at questions of relevance to learning and understanding in an educational setting." [5] (p111) Its key message is that "each phenomenon, concept, or principle can be understood in a limited number of qualitatively different ways."[6] (p31)

A phenomenographic researcher asks questions which are designed to extract experiential and conceptual descriptions, thus prompting reflection in the study participant. A conception has two aspects: a meaning (referential aspect) and a structure (structural aspect). The referential aspect can be found by what a person is saying, the structural by paying attention to which elements of the phenomenon the focus is on, often involving linguistic markers, such as the use of singular or plural.[7] These conceptions are then grouped into categories of descriptions, which in turn will manifest themselves across different situations and therefore form "a kind of collective intellect."[4] (p177) This is sometimes referred to as "outcome space" and shows the similarities and differences between categories of descriptions. An outcome space is usually of a hierarchical nature.

The focus during data analysis is not on the individual, who may hold different views about one single phenomenon, but rather on the differences between conceptions of phenomena.[8] The aim is to explore the range of meanings within a sample group, as a group, not the range of meanings for each individual. [9 (p323)]

One area of LIS in which phenomenography could be used, as suggested by Limberg,[10] lies in the context of lifelong learning, which is at the heart of the present study. This focus on lifelong learning has been replicated in phenomenographic studies of other professions, such as Collin's study[11] on design engineers' conceptions of workplace learning and Åkerlind's[12] inquiry into academics' conception of their own growth and development. The study reported here is the first using this approach in the context of CPD and one-person librarianship in Ireland.

The phenomenographic interview differs slightly from other qualitative interviews in that the interviewee's answers to a few set questions direct the course of the interview. The emphasis is on the participant's experience of a phenomenon and the researcher encourages reflection with follow-up questions. This ensures that meaning is being understood by the interviewer, which in turn validates the statements made.[13] A phenomenographic researcher provides all interviewees with the same opening scenario with a limited set of questions, allowing the participant to introduce new ideas, which the interviewer can then follow up.[14]. An interview schedule (see appendix I) was used, but questions were not asked in the same order every time.

Purposive sampling is widely used in phenomenography. These studies usually employ a sample size of 20 to 30 participants.[15] During the literature review, I identified several variables that could influence participants' experiences, such as gender, location, level of experience and work setting and drew up a grid (see Table 1) allowing for maximum variation. I am aware that some of the cells in this grid might not be filled at the end of the data collection process for lack of interviewees; others might hold more than one name.

Table 1: Sample matrix

Rural

	Male		Female	
OPL experience	0-2 years	2+ years	0-2 years	2+ years
	Type of library		Type of library	
Academic				
Special				
School/public				
Corporate				
Health				

Urban

OPL experience	Male		Female	
	0-2 years	2+ years	0-2 years	2+ years
	Type of library		Type of library	
Academic				
Special				
School/public				
Corporate				
Health				

The geographic spread did matter, in my opinion, as this could impact profoundly on people's access to formal CPD activities. I therefore divided them into an 'urban' group and a 'rural' group with 'urban' comprising major cities, such as Dublin, Cork, Galway and Limerick. Also, I tried to strike a balance between Leinster and specifically Dublin, where I assumed most librarians would be based in line with the demographic makeup of the country, and the other three provinces. Most people live on the east coast.

Categorisation of libraries posed a challenge. The problems arising when compiling samples from different LIS sectors was acknowledged by Spiller, Creaser, and Murphy,[16] who investigated libraries in the workplace. They found it extremely difficult to avoid cross-classification, as some institutions would naturally belong to more than one sector. Furthermore, I decided on two different levels of experience (0-2 years, more than 2 years) in order to distinguish between librarians who had recently started in OPLs and those who had more years of service. The cut-off point of two years was chosen, because of anecdotal evidence, which had revealed that many librarians felt it took them two years to be established in a new workplace.

There were neither official databases nor statistics[17] on librarians in Ireland in general, nor on OPLs in particular, which I could have consulted. I resorted to interviewing all OPLs, who answered my 'calls for participation' (see appendix II), which I had placed in an Irish LIS journal and online resources, such as the library.ie website and several mailing lists. The University of Sheffield granted ethical clearance.

This study was limited to the Republic of Ireland, as Northern Ireland fell into another jurisdiction with its own unique circumstances. Also, only qualified librarians were contacted. Another bias was towards membership of the Library Association of Ireland (LAI) as only members could subscribe to mailing lists. This was overcome by asking OPLs to pass the call for participation on to OPLs known to them, who were not LAI members, which resulted in more librarians contacting

the researcher. Data collection of the main sample started in September 2008 and is still ongoing at the time of writing.

The results presented here are based on a pilot study which was conducted in June and July 2008. Three librarians, one male and two female, who were known to the researcher beforehand, agreed to be interviewed. All three OPLs were based in Dublin and were chosen on grounds of availability and diversity. They were also active members of various committees of the LAI and worked in a variety of settings: one was employed at an academic fourth level institution, one at a government agency and the last one in a corporate organisation. The level of administrative support was unique to each post – the first had one clerical officer, the second no other staff member and the third one library assistant. Their level of experience of working as OPLs ranged from nine months to two years with all three having held different posts before starting in their current employments. All three librarians had no immediate financial gain through their participation in CPD. Interviewees 1 and 2 participated in a Performance Management Development System (PMDS) run by their respective employers; interviewee 3 did not.

The researcher contacted each interviewee individually by email. Upon agreement, they received an information sheet, which outlined purpose, procedure and any potential problems they might encounter during the interview. This was followed-up by correspondence confirming the location and date of the meeting. Two of the meetings took place at the interviewee's workplace – one in the actual library, one in a meeting room. The third interview was held in a café attached to a local public library (not the participant's workplace). The researcher tested the interview schedule, her interviewing technique and the recording machine by taping all interviews, which lasted between 40 and 50 minutes each and transcribed them verbatim using word processing software. Additionally, she kept a diary with field notes and some personal reflections. Each librarian signed a consent form and the researcher emphasised at the beginning of the interview, that they could withdraw this consent at any stage. Each was informed that a copy of their interview transcript would be provided on request. After the interview, the researcher thanked each librarian again by email.

RESULTS

There are neither fixed guidelines nor textbooks available to the novice researcher on how to conduct phenomenographic research, but Ashworth and Lucas[18] offered some instruction on how to ensure validity of results:

- The researcher should tentatively identify the broad objectives of the research study, the phenomenon under investigation, recognising the meaning of this area may be quite different for the research participant.

- The selection of the participants should avoid presuppositions about the nature of the phenomenon or the nature of conceptions held by particular 'types' of individual while observing common-sense precautions about maintaining 'variety' of experience.
- The most appropriate means of obtaining an account should be identified, allowing maximum freedom for the research participant to describe their experience.
- In obtaining experiential accounts the participant should be given the maximum opportunity to reflect, and the questions posed should be based on researcher presumptions about the phenomenon or the participant, but should emerge out of the interest to make clear their experience.
- The researcher's interviewing skills should be subject to an ongoing review and changes made to interview practice if necessary. For instance, stylistic traits which tend to foreclose description should be minimised.
- The transcription of the interview should be aimed at accurately reflecting the emotions and emphases of the participant.
- The analysis should continue to be aware of the importation of presuppositions, and be carried out with the maximum exercise of empathic understanding.
- Analysis should avoid premature closure for the sake of producing logically and hierarchically-related categories of description.
- The process of analysis should be sufficiently clearly described to allow the reader to evaluate the attempt to achieve bracketing and empathy and trace the process by which finding have emerged. [18] (p300)

The interview questions were as open as possible with follow up questions allowing the interviewee to reflect on their experience. Each interview took different directions depending on the focus of attention of each librarian. The researcher tried to put her own understanding of CPD aside during the interviews and while conducting the analysis. Care was taken with the transcripts to ensure an exact copy, which included recordings of emotion or gestures and facial expressions, where appropriate.

In reading and re-reading each interview individually and then all of them in a row, several distinct conceptions emerged and were grouped together, constantly checking for possible contradictions and confirmations. This preliminary analysis of the interviews in the pilot study already revealed some variation. The researcher identified the following categories of descriptions answering the two research questions. At the end of each, she tried to formulate an outcome space, which shows the categories of descriptions and the relationships between them.

Question 1: "What are the Irish OPL librarians' conceptions of successful and effective CPD"?

Category 1: Work-related conception of CPD – CPD is successful and effective if related to the current job

Category 2: Career-related conception of CPD – CPD is successful and effective if related to career perspectives

Category 3: Profession-related conception of CPD – CPD is successful and effective if related to values and status of the LIS profession

Category 4: Personal-development conception of CPD – CPD is successful and effective if related to the development of the professional and personal self

Each conception has referential and structural dimensions, as outlined above. Each of them will be examined in turn.

Category 1: Work-related conception of CPD
Three elements form the referential dimension of this conception:

- CPD helps to do current job better
  CPD is very much seen as a means to find solutions to everyday problems.
  "So I like the... 'quick fix', 'quick fix' courses... Yeah, and you want to learn that now. I mean I see something I need more educational and I want to do that now and then go back to my job and work better at my job." [interviewee 1]
- CPD helps to provide a better service for customers CPD improves the quality of the library service.
  "So I think the fact that I was able to come back here and get really stuck into that whole backlog of cataloguing and being able to implement what I had learned and I had, you know, notes and sheets and guidelines and guide sheets and whatever to help me do that from the course, yeah." [interviewee 2]
- CPD as a means to keep abreast of new technologies Librarianship faces new challenges and an OPL needs to know about these.
  "You can be happy in your job, but I think even if you're staying in a job for years, you know, the world around you doesn't stand still. There's still a huge amount if that you to keep up-to-date with" [interviewee 2]

Now we turn to the structural dimension, which stresses the internal object-subject relation. The focal awareness in this conception is on CPD as an object that can be manipulated for current employment in today's time. The librarian uses it as a tool to ensure quality of service and to safeguard it to a certain extent against redundancies. CPD is an external object.

Category 2: Career-related conception of CPD
This conception has two referential dimensions:

- CPD helps with getting a new job (future dimension)
  In order to qualify for a new job, a librarian needs CPD to show his or her awareness of current matters.
  "I was asked in interviews about CPD and how to keep up-to-date with current issues and I think that's where it's important." [interviewee 1]

- CPD provides a set of transferable skills
  CPD enables OPLs to expand their skill set.
  "And I think a lot of employers think of that as very good transferable skills and it's also of benefit to them. And obviously then, any training that helps you to do your job better, you know, you're going to have more of that experience and so on your CV afterwards, so it's gonna help you in any kind of future jobs you go for." [interviewee 2]

Here, the focal awareness is on CPD as an object that can be manipulated for future employment in a future point in time. An OPL might engage in it with a view to either move out of the library into another position within the organisation or into another post in another library. CPD is an external object. But it also has a connection to the current post and therefore to conception 1.

Category 3: Profession-related conception of CPD
Category 3 has two referential dimensions:

- to enhance image and status of the profession and ensure its survival CPD is a vital prerequisite for the profession's future.
  "... but CPD is essential to bring [librarianship] somewhere... be somewhere else... I mean librarianship, I think, is very much at a crossroads at the moment and it's, it's reinventing itself and dealing well with the electronic revolution and all, but where it's going after that, I don't know..." [interviewee 3]
- to keep standards high and develop the profession
  CPD is seen as a measure to ensure high standards.
  "But I think, you know, the onus is on us to... to develop [our professional status] within our own profession to keep the standards very high, to not let it slip down and for all of us to continually try to develop the profession and ourselves within it." [interviewee 2]

In category 3, the focal awareness is on CPD as an internalised object to a certain extent. It is still seen as a means to get something, but is also embedded in learning within the profession. There is also a link to conception 4.

Category 4: personal-development conception of CPD
In category 4 I found three referential dimensions:

- CPD is fundamental to being a professional
  Here CPD is seen as an essential component of professionalism.
  "My current line manager is not very active in pursuing [CPD], so I'm motivating myself. So I'm lucky in that I have an interest in motivating myself and my own professional development.... You have to be a professional and adult about it yourself." [interviewee 1]

- CPD is essential for professional knowledge and development Professional knowledge needs to grow after initial education.
  "... one thing that's most obvious for us is involvement in professional organisations. And that would be a key thing for me and obviously it's, it's hugely important, I think, when you work in, especially, on your own, because that kind of network and those connections that you make a very valuable and supportive for you." [interviewee 2]
- CPD is part of self-development
  Not only is CPD important for the profession, but also for the librarian's own personal development.
  "But I suppose, it's just being involved in the association, you're just more... involved..., but you feel much more part of the whole library world, being actively involved, being on the committee, organising events for your peers and being involved in all of that, I think, gives you a great sense of being part of this community rather that just attending them or looking in from the outside... I think it's very good for your own personal growth." [interviewee 2]

Finally, the focal awareness in this conception is on CPD as an internal object in that that it is part of personal learning of the librarian. This conception goes beyond the immediate professional context and includes the image one has of one's own standing in the world. It indicates professional as well as personal growth.

It could be argued that these four categories are hierarchical with category 2 incorporating category 1, category 3 including category 1 and 2 and category 4 encompassing categories 1 to 3. You cannot have conception 2 without thinking about conception 1, as you need to have an understanding of your current work in order to see where you want to go in future. So the outcome space illustrating the different meaning structures would be as follows (↑ means "is included in"):

Table 2: Outcome space of conceptions of successful and effective CPD

Conception 4
↑
Conception 3
↑
Conception 2
↑
Conception 1

Question 2: "How do OPLs in Ireland experience different methods of CPD?"

Here, the researcher identified two categories. To distinguish the focus of the different methods of CPD, she will use 'formal' for organised, official CPD, that carries some form of accreditation, e.g. a certificate; 'non-formal' for organised, but unaccredited CPD and 'informal' for all other CPD.

Category 1: subject-specific CPD

The driving force behind this conception is time. A problem, which has arisen out of work-related circumstances and usually in the librarian's respective subject area, has to be solved quickly. So the focus is very much on the outcome, which has to be of a 'quick fix', practical nature rather than a prolonged academic exercise. Interviewees, who expressed this conception, stressed the importance of hands-on CPD, be it formal, as in a workshop, or informal, where a knowing colleague was contacted. Forms of CPD mentioned here are professional training courses (formal), training supplied by suppliers/vendors (non-formal) as well as networking(contacting other librarians either by phone or email) and 'private research' (looking up information on the Internet), searching and reading journal articles and books for specific topics in a targeted search (informal).

"I suppose one of the main things is how easy it is to implement it when you're back at the workplace." [interviewee 2]

Category 2: LIS-specific CPD

Here, the emphasis is on more future developments. This need is satisfied by either LIS-specific CPD or by tapping into neighbouring areas, such as management, often with a view to either improving a service or making oneself more knowledgeable. This category is described as more theoretical and shows attention to the wider interest of the profession. Forms of CPD mentioned here are further studies at degree level (formal), but, interestingly, courses to a lesser extent than above. Furthermore, interviewees listed networking, meetings, being involved in the association (at committee level), membership of the association, browsing and reading online sources for keeping up-to-date with developments within the profession and for job offers (informal).

"I mean I would see something developmental, training that you might need to do as things that are along the more kind of management, strategy, leadership type things." [interviewee 2]

"I'll get books related to library and information studies, you know, for projects I'm working on here or whatever and I tend to read them, you know, on the bus to work or at home at weekends, 'cause I just don't really find the time." [interviewee 2]

Table 3: Outcome space for different methods of CPD

Con-ception ↓	Foci of Variation			
	Content focus	Motiva-tion focus	Outcome focus	Forms of CPD focus
Subject-specific CPD	Content of CPD measure reflects the subject area of li-brary or organisa-tion	A prob-lem has to be solved quickly (on a need-to-know-now ba-sis)	'quick fix', rather than 'academic' hands-on, practical easy to im-plement highly prac-tical has to be applicable to the work-place *strong out-come focus*	Formal: professional training courses Non-formal: training supplied by suppliers/vendors Informal: networking (con-tacting other librarians either by phone or email) and 'private research' (looking up information on the Internet), searching and reading journal articles and books for specific topics (targeted search)
LIS-specific CPD	Content of CPD is re-flects LIS-specific issues	Wider interest in the pro-fession Also to develop as a librarian *strong motiva-tional focus*	More aca-demic and long-term theoretical more man-agement skills	Formal: further studies (aca-demic degree); courses to a lesser extend than above Informal: networking (con-tacting other librarians either by phone or email), meetings, being involved in the associa-tion (at committee level), membership of the associa-tion, browsing and reading online sources for 'keeping up-to-date' with develop-ments within the profession and for job offers

DISCUSSION AND CONCLUSION

These findings are based on a very small sample and it remains to be seen if the main cohort validates, expands or rejects these results. Yet they already display some interesting results. Phenomenography was chosen as the research approach to examine librarians' conceptions of CPD. One librarian can have more than one conception in relation to the research questions. OPLs in this pilot study hold four different conceptions of what successful and effective CPD means to them. They also distinguished between subject-specific and LIS-specific CPD. The researcher tried to show the relationships within both sets of categories of description and established two outcome spaces.

While the emphasis of official CPD policies by both employers and library associations is often on formal CPD opportunities, such as conferences and courses, there might be a need to for creating more alternative, informal opportunities. The librarians in this study highlighted the value of having a network of LIS practitioners. Networking could occur in person or by electronic means (e.g. electronic lists, e-mails) and it is also the most important part of seminars, conferences, and courses:

"It's important in the social networking aspect of things, just, even if you don't learn anything, you meet people and you sort of see other people than your own, you know, you sort of see a lot of other people, so it's extremely important in that sense."
(interviewee 3)

"Because working in a one-person library, you lose out on the interaction with somebody else who's interested in the same area, so it's good to get out there and meet others. And even at CPD courses." (interviewee 1)

"... was very, very useful for me, the content of the conference itself, but the networking and the people I met, that was the best part of it." (interviewee 2)

With regard to barriers, the pilot study found that these librarians had no lack of funding, but that there was a certain limit to how much they could spend on courses, particularly on those outside Ireland. The time aspect featured as well, not in terms of getting time off, but that the workload and work commitment didn't always allow them to leave the library. One librarian, employed in a private company, also reported a culture of indifference towards CPD at the workplace. All three emphasised being able to go to a course if "I could make a case for it". Interviewee 3 stressed the importance of proving the monetary value of the course to the company.

The economic situation of Ireland has changed dramatically since the pilot study was conducted with many librarians in danger of losing their jobs after a decade of a booming economy. There might be fewer formal CPD opportunities and the level of engagement in all forms of CPD might be even harder to sustain now. Yet never can CPD make a greater impact on individuals' lives, the service they provide and the profession as a whole. It is hoped that this study will contribute to research in the LIS field and to help inform CPD providers in Ireland and

beyond about what CPD means to people in the profession, especially to those practitioners who work on their own.

ACKNOWLEDGEMENT

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APPENDIX I: INTERVIEW GUIDE

Thank you very much for agreeing to this interview. As you know, the purpose of this research project is to understand one-person librarians' (OPLs) perceptions of Continuing Professional Development (CPD) and how they address their own CPD needs. It will last approximately 1 hour. Please remember that you may withdraw from this interview at any stage and that you are free to not answer any questions you feel are too sensitive. For data collection purposes, I would like to record this interview. If, at any stage, you feel uncomfortable with this, please let me know and I will stop the recording. I will also note some comments by hand. All information will be confidential and only be used in the context of this dissertation. Neither your name nor organisation will appear in the thesis or any publication deriving out of it nor will they be disclosed to a third party. I will send you a transcript of this interview if you are interested in it. You are welcome to comment

on any mistakes and/or omissions I made during the transcription process. If you don't have any questions, I'd like to start by asking you…

Interview schedule:

1. What is your understanding (perception) of the term "Continuing Professional Development or "CPD"? (Prompts: When you hear the term, what comes into your mind? How do you think your employer defines CPD? Your colleagues? Do you agree/disagree?)
2. Please describe a situation in which you felt a lack of knowledge (an information need) and of an example of CPD that helped you to address this perceived need. (To find out: What kind of CPD does the participant engage in? Ask for more examples) Prompts: What worked for you? What didn't? Which was the best? Which one the most useless? The most recent? Why do you think it was the best/worst experience? What was the critical thing? How do you judge whether CPD is "any good"?
3. Who in your opinion is responsible for CPD in a one-person library? Why? (To explore the role of professional associations, the library school, employers, own role) Prompt: Is there an official CPD policy for the library/organisation in place?
4. What barriers, if any, did you as an OPL experience with regards to CPD? Prompt: What are the problems? What incentives are offered by the employer?
5. Reflecting on your own experience, how important do you think CPD will be for your own future/for the future of the LIS profession? Prompt: What recommendations would you make?
6. Coming back to my first question: What is your understanding (perception) of the term? What does the term "CPD" mean in your view? Prompt: Is there anything you would like to add?
7. Is there anything else you think I should have asked you?

Background questions:

1. Background on LIS education/non-LIS qualifications
2. Membership of professional associations
3. How long LIS professional?
4. How long OPL?
5. First job as OPL/First job after initial LIS education? OPL by choice?
6. What kind of OPL? (Maybe get some background on organisation, work and employment conditions, library specifications/category of library, reporting to LIS professional?)

Are there any questions you would like to ask me? Thank you very much for this interview!

APPENDIX II: CALL FOR PARTICIPANTS

One-person librarians sought for research project

Are you working as an OPL (One-Person Librarian)?

Are you the sole qualified information professional in your organisation, perhaps assisted by clerical or para-professional staff?

Are you in charge of a public, academic, school, special (either corporate or non-for-profit) library or information centre somewhere in Ireland?

Would you be able to grant a fellow OPL one hour of your valuable time for an interview?

I am interested in OPLs' views on and experiences of Continuing Professional Development (CPD). Because of the reflective nature of this project, you might gain some personal and professional benefits. CPD has been increasingly on the agenda of LIS practitioners and thinking about one's practices might initiate new ways of pursuing CPD. You don't need to be a current member of any professional association.

All the information you give me will be kept strictly confidential and neither you nor your organisation will be identifiable. This study has been approved of by the ethics review committee of the Department of Information Studies at the University of Sheffield.

If you like to know more about this project or know of someone who might be interested, please contact me, Eva Hornung, by email at e.hornung@sheffield.ac.uk or by phone [...]. I am based in Dublin and can travel to any place in Ireland at a date that suits you. Thank you for taking the time to read this!