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# Skills for a globalised world:

## Relevant skills for public library staff

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February 2010

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## Summary

*Skills for a globalised world: relevant skills for public library staff* (Skills Project) is a project that has sought to develop a relevant learning programme that meets the needs of learners and employers in programmes at universities, with the specific aim of developing relevant learning opportunities for public library staff. The Project is funded by the Linking London Lifelong Learning Network (LLN), which aims to support the development and provision of more flexible and relevant degree level courses to meet employer needs within the London area and the project has thus focused consultation on the London public library sector and nationally important bodies within the public library field. Based in the Department of Applied Social Sciences at London Metropolitan University, the project has aimed to develop learning opportunities that will give public library staff the opportunity to develop further as reflective practitioners via an experiential learning approach, supported by academic study, whilst addressing the need for “new” skills development in a rapidly changing public library context.

The project has sought to develop outlines of a range of key modules that, informed by consultation, will address key skills gaps within the public library sector, thus benefiting the employer, the staff member and public library services more widely. Module content reflects the changing nature of local authority services, government focus on leadership within the public sector and the need for change and innovation within the public library sector. There is no suggestion that the outline modules that have been developed represent a complete programme of librarian training, rather that they complement existing training and can be part of an updated and more relevant BA or MA course in Library and Information Management or can be used as stand-alone modules to address skills gaps within current or new workforces, allowing for individual development.

The modules focus on developing critical awareness of trends driving services and of organisational culture and factors helping/hindering the change process as well as the social dimension of information and library work. It is assumed that the teaching of the technical aspects (cataloguing, information retrieval, information literacy, ICT applications etc) already provided on library and information studies courses will continue to be delivered by other modules.

An important aspect of the programme is that it ensures that students achieve academic credits on successful completion and this can be part of their CPD programme. Another is that the skills development is very closely linked to students' workplaces.

The authors' experiences with a previous project, Quality Leaders Project – Youth (QLP-Y)<sup>1</sup> have informed the design of the learning opportunities developed as part of this project. QLP-Y was a project running from 2005-2009 in 4 library authorities around England – London Boroughs of Barnet and Haringey, Lincolnshire County Council and Portsmouth City Council. Its aim was “management development through service development” i.e. participating staff devised and implemented a programme of service development initiatives, based upon consultation with the key client group, in this case youth. In so doing, they developed key management skills and became more reflective practitioners, championing change in their authorities.

The QLP-Y experience suggests that the combination of work-based learning, supported by an academic approach will lead to a significant level of skills development, unlikely with an entirely work-based or entirely university-based approach. By supporting staff to develop services/management skills within their own work-based context, learning opportunities aim at enhancing staff motivation and confidence and re-engaging workers with a learning agenda, facilitating further progression both academically and professionally.

The key outcomes of the project are the Library Skills Chart and outlines of recommended modules. Rather than “finished” works these are provided as guides to reflection and action to be amended and adapted to suit local need.

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26 February 2010

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<sup>1</sup> Further details about QLP-Y are available at its website: <<http://www.seapn.org.uk/qlp/>>.

## 1. What is the Project and what has informed it?

### 1.1 Introduction

*Skills for a globalised world: relevant skills for public library staff* (Skills Project) is a project that has sought to develop a relevant learning programme that meets the needs of learners and employers in programmes at universities, with the specific aim of developing relevant learning opportunities for public library staff. A key aspect of the Skills Project has been to develop new curriculum to fill progression gaps in the information field.

### 1.2 Global and national context

Within a generation, the world has witnessed a period of tremendous change at a global level with the development of a multi-polar world now including the BRIC countries (Brazil, Russia, India and China). This is an important aspect of globalisation, which has been described as:

The closer integration of the countries and people of the world which has been brought about by the enormous reduction of costs of transportation and communication and the breaking down of artificial barriers to the flows of goods, services, capital, knowledge ... across borders (Stiglitz, 2002:9)

The impact of globalisation can be felt in national economies and it thus has significant implications for the education, teaching and learning that underpin growth and development in societies. In addition, information and communication are at the centre of globalisation.

Recent policies, legislation and developments in Britain place an urgent need for skills development in Britain. They include personalisation and public value, the regeneration agenda and innovation. The fast changing nature of local government means that education must address the need to understand the changes and be able to equip staff with the skills needed to perform within a context of rapid change. This is particularly the case for those working within a public library context as, traditionally, this has been an area slow to accept change.

### 1.3 The public library context

In considering how best the public library service may respond to wider policy changes, the role of a public library needs to be considered. The project, therefore,

is informed by the World Summit on the Information Society (WSIS, 2003; 2005)) and the International Federation of Library Associations and Institutions (IFLA)/UNESCO Public Library Manifesto, 1994) which states the belief in the public library as a “living force for education, culture and information” that delivers its services in relation to the needs of the local community that it serves. It also states that professional and continuing education of librarians is essential to ensure adequate services.

Such aims demand learning opportunities that address the need for a new range of skills to sit aside more “traditional” library and information skills. The challenge is to ensure that personal and organisational development takes place on an on-going basis in keeping with an ever-changing social reality and that students, as the future leaders of the information profession, have learning opportunities that allow them to develop the necessary skills for leadership and innovation. It is in such a context that the Library Skills Project has operated. The learning opportunities developed will, we feel, enable public library staff to respond confidently to challenges posed by changing national agendas within a globalised working context. The current recession imposes a new urgency on public libraries to develop a more relevant social and economic role. Such requires both a fundamental review of the skills and experiences needed by professionals and how these skills and experiences are acquired.

This is linked with the need for workforce development and the approach taken by the project addresses the following overarching strategic objectives from the Museum, Libraries and Archives Council’s Workforce Development Strategy (MLA, 2004:5):

- A workforce fit for purpose with the challenge of diversifying the workforce composition
- Enhancing leadership and workforce skills by addressing skills, knowledge, attitudes and behaviours
- Empowering learning and change – the biggest barrier to change being identified as a lack of a learning culture in the sector

The report notes that there are shared skills gaps across the entire museums, libraries and archives sector and that these gaps include leadership, management and advocacy (ibid:16). Further, and of particular interest in the context of this Project, the report highlights “a mismatch between employer needs and higher education outcomes” (ibid). There is thus a need for library and information courses to play a part in addressing effectively issues raised in MLA’s Workforce Development Strategy and this has been a primary aim of the Skills project.

#### 1.4 Public service reforms

The Government's vision for citizen-centred and responsive public services that empower and involve citizens has led to a number of public services reforms. The Local Government and Public Involvement in Health Act (2007) has shifted local government performance management to an outcomes based framework and, from April 2009, local authorities are assessed on the outcomes that they, and their partners, deliver. Outcomes are taken from the *New Performance Framework for Local Authorities and Local Authority Partnerships: Single Set of National Indicators (2007)*, the aim of which is to achieve better partnership working amongst those services operating in a local area as well as more joined-up outcomes to deliver the services that communities want.

Although there is only one indicator referring to public libraries, the rationale for the inclusion of this indicator makes it clear that public libraries have a role in contributing to wider positive outcomes, stating that:

Public libraries ..... are capable of giving positive outcomes for a wide variety of enquiries and purposes, including promoting community cohesion, education and well-being.

However, MLA research (2009:33) concludes that, if public libraries are to deliver on wider outcomes, they need appropriate skills including:

- Far better marketing and advocacy
- An ability to demonstrate the role/contribution that the sector can make to key priorities
- Gaining awareness and appreciation of wider agendas, seeing beyond their own service boundaries and issues
- Changing skills sets of modern sector professionals to reflect the new requirements of partnership working and engagement

Such a conclusion points to a clear need for curricula to address this skills deficit and it is in the context of the need for the development of these key skills in relation to changes in local government and its performance management that the Project has operated; the result is a Skills Chart that highlights key skills needed and module outlines addressing these key areas. The Project has been further informed by recent research and publications in the field of librarianship training/workforce development, public services and developments around local government. The complete skills covered by the Project can be found later in this document under *Module development*.

## 2. Relevant skills

Whilst traditional skills continue to be valuable in a modern public library context, many training courses have not developed, or have not developed to a full enough extent, training in those additional, and increasingly important skills that are now needed by modern public library staff e.g. engaging with hard to reach groups; developing services in partnership with the community; understanding the changing context of local authority services and advocacy.

Moreover, it is increasingly the case that staff working in public libraries do not have professional library qualifications, many local authorities now preferring to focus on what they perceive as more relevant qualities such as customer service or teaching experience. Whilst undoubtedly useful in certain public library contexts, such experiences are unlikely to provide the range of skills needed by those responsible for developing public library services in the context of a changing local government agenda. Thus whilst a “traditional” professional training is unlikely to deliver all the skills needed by a modern public library professional, some of the experiences increasingly valued in place of formal library qualifications are unlikely, of themselves, to deliver the necessary skills either. This, in turn, raises the question of where public libraries’ senior management, those responsible for the strategic direction of public library services at local level, and staff lower down the management line who wish to progress to more senior level will develop the skills needed to take service forward in line with current, and changing, government agendas. There is thus a need for library and information studies programmes to create what Audunson et al (2003) refer to as the “complete librarian,” a term referring to a person who can not only understand and handle library materials but can understand:

the managerial, institutional and social dimensions of librarianship; who is concerned with the role that librarianship may play within an institution and in society; who sees how the profession may interplay with other institutions and professions; who has an understanding for the tasks of a library and who knows how to run such an institution. (ibid:195)

The need for new skills development is further highlighted by Lines, Savory and Reakes (2004) who found that in a study of authorities extending the role of libraries to deliver new and more relevant services, a change in the role of librarians was required. The challenges facing library staff in adapting to this changing role included:

learning new skills in multi-tasking arrangements; working less behind a desk and more with target groups such as disaffected teenagers; adapting to noisier libraries and the demands of new technology and continuing to provide traditional services as well as new ones.

They found that good training opportunities were seen as important in helping staff learn new skills as well as giving them the confidence to work in new ways.

Following the Leitch Review (2007) employers are urged to “get the system to deliver for them” to ensure that the education system delivers what they need and a move to a skills system that gives employers “the strongest possible voice” is now seen as imperative. *Public* (2008:4) asserts that there should be a strong link between universities and the public sector since universities, as part of the public sector, should be well-placed to provide what its colleagues in other parts of that sector need. However, it goes on to suggest that there is a problem in that neither the public sector nor universities have clearly identified the skills that will be needed to deliver public services in the future and there is a consequent gap in academic provision in developing the necessary skills that employers need.

The authors believe that the recommendations of this Project, including the outline modules can help to bridge the gap so that the academic sector delivers the kind of skills training needed to ensure that public library staff become practitioners able to reflect upon the changing and increasingly globalised context of their working environment and to develop the skills needed to deliver a relevant public library service in such a context.

The project proposals have been informed by the experience of the Quality Leaders Project – Youth (QLP-Y), which incorporates a number of key agenda set out in the report commissioned by the Higher Education Funding Council for England *Personalised learning plans in lifelong learning networks* (Ward and Richardson, 2007). This incorporates leadership and management development achieved through service development; collaborative working between participating local authorities themselves and with the profession and the University; reflective learning; support from mentors and peers as well as central support based in the University; opportunities of reflective learning, etc. More significantly, QLP-Y offers opportunities of gaining University Awards with academic credits. The QLP-Y model provides choice and voice to students, employers and target communities to influence the content of the teaching programme. It places particular emphasis on learning from experience through its approach of “management development through service development”.

### 3. The Skills Project development

The need for public library services to deliver their services in different and more innovative ways to meet a wider range of needs is established and accepted. New and enhanced services require new skills and know-how, including new management know-how. As traditional library and in-house training courses do not address, or do not address adequately, the need for such skills, many library staff find themselves ill-equipped for service delivery in line with current government agendas. Courses must, therefore, equip staff with relevant skills but must also meet individual learning dispositions if staff are to engage meaningfully with a learning agenda.

Initially, the aim of the project was to develop a number of courses at different levels, allowing for progression from Level 3 to Level 4; further progression to Level 5 and to Masters level was also to be included in the medium term programme. It was the intention that London Metropolitan University would begin to deliver these courses, subject to take up, from the academic year beginning in September 2009. However, early in the project, changes at London Metropolitan University meant that a key post in the context of this project within the Department of Applied Social Sciences would not be filled on the retirement of the postholder. This had a significant effect upon the Department's ability to run new courses and changes to the project were needed as a result.

Consequently, it was agreed with LLN that London Metropolitan University would undertake development of new module outlines in line with consultation findings but would not deliver the new modules developed. The revised agreement meant that outline modules would be developed that could be used by other institutions interested in offering an updated and relevant skills programme for public library and information staff.

Thus, rather than focusing on progression via the development of module specifications at different levels, the project has focused on developing a number of outline modules that can be used as stand-alone modules or as part of short courses to address specific skills gaps or used as part of a wider programme of training. However, a key component of outline module development has remained a focus on developing students as reflective practitioners within their local context, an approach that is particularly suitable for the vocational learner; by developing skills within the workplace, supported by both employer and university, the aim has been to develop outline modules that give students the opportunity to develop the key management skills necessary for operation in a globalised public library context and thus for progression within that context.

## 4. Consultation

### 4.1 Consultees

Project information, together with outline modules and an outline chart of key skills were sent as part of a consultation pack to the following:

British Association for Information and Library Education and Research (BAILER)

Chartered Institute of Library and Information Professionals (CILIP)

Chief Executives of all London boroughs

Government and opposition spokespeople for libraries

Heads of Libraries of all London boroughs

Linking London Lifelong Learning Network selected partners

Museums, Libraries and Archives Council (MLA)

Quality Leaders from the London Borough of Barnet (Catherine Lusted) and Portsmouth City Council (David Percival)

Participants at the conference organised by the *Career Development Group* and the *Diversity Group* of CILIP: The Chartered Institute of Library and Information Professionals, in partnership with the *Department of Applied Social Sciences, London Metropolitan University*

Students of Information Services Management (MA) at London Metropolitan University 2009-10

The outline modules, Skills Chart and detailed modules specifications can be found in sections 6.3, 6.4 and the Appendices respectively.

## 4.2 Consultation responses

Responses received indicate a great divergence in perceptions of which skills are needed and in how far respondents are engaging with the need for change within the training and development of librarians.

Certain responses would suggest that this skills mix needs to include an ability to think beyond the “traditional” librarian role. One Head of Libraries indicated a desire for the Project to take a less “library-centric” approach with a greater focus on public policy. He highlighted the issue of libraries in his authority being remote from the policy concerns of elected Members and the corporate centre

... because so few library officers understand how to engage effectively or feel that the world should revolve around libraries and therefore have unrealistic expectations

MLA also highlighted the importance of a policy focus referring to the Public Libraries and Policy module as “extremely strong” providing library staff with an understanding of that which influences the environment in which public library services are delivered.

Camden’s Head of Libraries felt that there was a “clear and urgent” need to “realign and retarget education in the LIS sector” and welcomed thinking on new ways that this might be achieved. Additionally, he was keen to think about non-traditional routes into accredited library qualifications:

I support any efforts to reach those for whom traditional learning pathways would be inaccessible or irrelevant. In Camden we have several able middle managers who are not degree educated or library qualified but deliver successfully and it would be good to offer them routes to accreditation for what they already do.

The importance of developing staff who are not qualified librarians was also touched on by Sutton’s Assistant Head of Libraries who has been involved in setting up development opportunities for library assistants “many of whom have forward thinking ideas and skills that often get overlooked” so that they gain professional skills and can contribute “to the future direction of the service.”

Some respondents saw joined-up thinking and working as a crucial area. Camden felt that it was important to focus on “how libraries and culture etc can work together” and highlighted the real need to develop strategic thinkers. Skills in partnership working was seen by Sutton’s Assistant Head of Libraries as one of a number of key skills necessary for developing the public library service:

There is a real shift towards working in partnership with local communities, being able to effectively market and champion library services and promote IT applications/new developments in the reading/cultural context.

However, he went on to note that “the profession in many ways lacks the skills to undertake [these] new challenges” and feels that there is a need to engage with the challenge of creating a balance between existing and new skills so that the institution of the public library service might be renewed and developed.

Similarly, Barking and Dagenham Libraries has recognised the importance of staff development with the Group Manager responsible for libraries showing interest in the approach taken by the Skills Project and keen to develop the Project proposals further with the University of East London, with whom he has had initial discussions on the potential development of a programme of staff development.

Respondents generally showed a concern for skills development but some felt that a non-traditional way of achieving this might be helpful. One student stated:

[Staff] need on the job practical skills but also theoretical learning skills and some people need to learn how to learn before they can progress their own careers. A mixture of practical and theoretical would work best so that the information professional can become rounded and measure the impact of all they do on everyone they interact with

Another respondent (delegate at the conference arranged by CILIP’s Career Development Group and CILIP’s Diversity Group) indicated an agreement with the need for new balance of skills but expressed concern about the ability to deliver it via a standard training course:

The chart highlights the diversity of skills that are now needed for professionals in public services. However, is it possible to address all these skills in a standard postgraduate course while providing tuition on all areas of library and information management?

The possible need for alternative types of librarianship education provision to ensure that necessary skills are developed was hinted at by one delegate who felt that library and information studies courses could:

Perhaps teach the theory of library and information management – 6 months – then the strategic management skills could be learned whilst working and assessed via project work

Other respondents saw a need for consideration of wider, strategic or overarching issues. For example, one student felt that it was necessary to engage with:

the changing role of information providers in this modern age, the new ideas coming into the system from outside i.e. government and commercial sources.

Similarly, one Quality Leader (QL) felt that it was important for library staff to debate the “purpose of libraries and what we are trying to achieve”, a point echoed by other senior public library staff who spoke of the need to consider what libraries are for in order that relevant skills can be developed to take the service forward. The QL also spoke of the need for “regular update training sessions” in order that staff can stay in touch with important changes.

Both QLs consulted mentioned the importance of customer care skills. This is a recurrent theme in the consultation responses generally but is seen mostly in responses from staff working at less senior levels. QLs, who were responsible for developing services to a hard-to-reach client group and ensuring that services were implemented, were working at both frontline and non-frontline lower/middle-management levels as part of the QLP-Y Project. Both gave customer service skills high priority in their responses but those at very senior level did not. Both QLs highlighted the need for greater awareness of equality and diversity issues and for an understanding of social and cultural issues and a LIS student, working in a public library, echoes this:

I think cultural and social issues are important due to the different forms of customers/users that use libraries.

This was touched upon by a one senior manager who highlighted the importance of what she termed the “soft skills” of people management and interpersonal skills:

...how to think about the person, not just the customer. How to consider the impact of information and its uses and social issues to do with information professionals.

One newly qualified respondent was very clear on the matter of one specific skill she felt she needed:

I think an emphasis on adapting to violent or anti-social behaviour would be useful. An insight into social work/recognising abuse could be also be relevant.

Although the Skills chart, upon consultation, did not refer to skills in dealing with anti-social behaviour, this response highlights that there are public library staff working in quite challenging environments. However, the authors feel that there needs to be a distinction between what may be termed “professional skills” i.e. those skills needed to deliver specific services within a specified professional context and those more generic skills that, whilst important to acquire, are not specific to a given

professional context. Violent behaviour may well be experienced, at some point, by many staff working in a customer-facing role and such behaviour is not limited to a public library environment. The authors feel that generic skills such as dealing with anti-social behaviour, along with other generic skills such as customer care, are properly the responsibility of the employer; it is the employer's duty to ensure that staff have a safe operating environment and that staff deliver services in line with general employer requirements. For this reason, the Skills Project has not focused on these more generic skills and has concentrated on those skills that have an impact upon library staff's ability to deliver on those matters specific to a public library service environment.

A number of responses highlighted the need variously for financial management skills, teaching skills and skills in planning and in managing risk. The need for advocacy skills appeared in several responses with references to the need "influencing skills", "political skills" and "PR skills." One respondent stated that:

Influencing skills [are needed] to be directed at County Council Members

and went on to highlight the importance of influencing skills at all levels, not just at more senior levels:

[There is a need for] more training at library assistant level so they are more aware of all these issues too. In the end frontline has the most influence on people.

Similarly, a QL felt that negotiating skills were important for "working with staff and partners as well as customers" again suggesting that it is not just at very senior "lobbying" level that such skills are felt to be important.

In the consultation undertaken at CILIP's Career Development Group/Diversity Group "New Professionals" conference, a recurring theme was the desire to see "traditional skills such as cataloguing and classification" included in the Skills chart. Although it was made clear that the Skills chart focused on "new" skills, responses indicated a real concern that cataloguing and classification had been left off the chart; even when respondents agreed with the need for the development of new skills, there was still concern that omission from the chart of traditional skills meant that they were viewed as unimportant:

The focus on new skills is good – we all need to go forward – but the traditional skills are just as important and should not be overlooked.

Some consultees felt that the skills listed on the Skills chart were not new:

I feel that librarians have had and employed these skills for many years

I actually feel that these are all skills that public librarians already have!

Are these skills very different from what has been required in the past?

These responses would suggest that at least some librarians working in public libraries hold the view that the skills listed on the Skills chart are already in use by the public library sector. Such a view would be somewhat at odds with the views expressed in this consultation by senior library managers/Heads of Libraries and by those responsible for the national public library agenda e.g. MLA, whose own research shows a need for significantly enhanced skills of the type given in the consultation literature.

Given the local government changes highlighted earlier, and the requirement for local service providers/community to work together to achieve better outcomes for the local community, the authors felt that the inclusion on the Skills chart of partnership working was very important. Although senior library manager responses all mentioned the importance of partnership working, many respondents at less senior level did not comment specifically on this. Although one respondent did refer to the need for skills in “stakeholder management”, another respondent, from the public sector, stated:

Not sure about partnership working – needs to be examined but brings its own great problems in terms of maintenance of resources. What is meant by partnership working? Define! Current library I work in has stock and PCs shared between 3 organisations all with different access and usage rules.

This response raises an important issue about what our visions/aims should be based on – the situation in a particular authority (that may result from local management issues) or on more successful, wider management practices. Of course, basing opinions on successful practice requires both an awareness of that practice and a willingness to engage with it and this, in turn, raises questions around how effectively good practice is communicated to staff. As partnership working is now a key part of public library work, staff engagement with it is crucial. Such a response, combined with assertions such as:

These are all skills that public librarians already have! The problem is not in the libraries, it is in the perception of the councils that libraries are unnecessary!

suggests that there may be, at least in some quarters, something of a disconnect between perceptions amongst librarians about what skills are needed/what skills are in existence and perceptions amongst those leading the profession either at senior management level or at national level. Indeed, the DCMS consultation paper *Empower, Inform, Enrich* (DCMS, 2009) makes it clear that whilst traditional information skills remain important to the delivery of library services, other skills

“are becoming increasingly critical for their future success” and that whilst best practice does exist, there is clear evidence of many library services unable to meet the challenge of a “flexible and user-responsive workforce.”

Such a disconnect is also highlighted in a response from an academic commenting on the outline modules accompanying the consultation literature:

Given my teaching interests, I am concerned about the lack of technical coverage – resource description, management and recovery are important areas.

It is perhaps worth reiterating here the earlier point that the remit of this project is the focus on the development of new skills not readily acquired through current librarianship training and it is assumed that the more technical and “traditional” skills such as resource description, readily available in current librarianship education, will continue to be delivered via programmes already underway. However, whilst the authors would agree that “traditional” areas are not unimportant, they would also assert that they are sometimes less important in the public sector than other areas given in the Skills chart. Additionally, the authors would assert that traditional skills such as cataloguing and classification are likely to be more important in the academic, corporate or specialist library sector than in the public library sector, where such functions are increasingly outsourced, releasing staff time to focus on developmental, frontline work. The respondent’s focus on “technical coverage” when the need for such skills in the public sector is not touched upon by senior managers within that sector suggests that there may be quite some gap between what academics think they should be teaching the public sector librarians of the future and what public library employers say they want. Indeed, this disconnect may point to a need to adopt different training strategies for different library sectors.

#### 4.3 Conclusion on consultation

Given that the DCMS Modernisation Review of Public Libraries was taking place during the time at which the Project was running, and given the introduction of the national indicator set and changes in local government, it was expected that those responsible for local authority services generally, those responsible specifically for public library services within the local authority and those responsible for librarian education would be keen to engage with the topical agenda of librarian training and how it might better meet the needs of local authority employers. Additionally, it was expected that those responsible for national public library policy and development would be equally keen to engage. Although a degree of non-response was expected, rates of response were surprisingly low amongst these groups, raising questions of how far they are engaged with a public libraries change agenda and with the notion of public libraries adopting a wider role in the delivery of Local Area Agreements.

Generally there was a very operational focus to many of the responses made by those in junior librarian positions. This suggests that the need for strategic skills is not recognised by many less senior/newly-qualified professionals. Yet senior managers and policy makers highlight the urgent need to develop strategic thinking amongst librarians. Again, there appears to be a disconnect between those at senior level and those at lower management levels. A revised programme of education for librarianship training may help to bridge this gap. It is surely more difficult to develop strategic skills in staff who don't see the need for them than it is in staff who have been educated in the need for strategic skills. Librarianship training, therefore, has an obligation to begin the development of those skills that will increasingly be needed by future professionals.

## 5. Staff skills and *Empower, Inform, Enrich*

The DCMS consultation document *Empower, Inform Enrich* (DCMS, 2009) was published towards the end of the Skills Project as part of a review on the modernisation of public libraries. *Empower, Inform Enrich* seeks suggestions from a wide range of commentators including leaders in library services and those working in local government and education on how libraries might be made fit for the 21<sup>st</sup> century. The document's title might give a clue as to what the DCMS sees as the role of the public library service. Given the changes taking place in local government and the increased focus on partnership working and personalised services, it was expected that the consultation document would have a keen focus on the importance of training library staff in the kind of skills needed to deliver on these increasingly important areas in the delivery of a library service that empowers, informs and enriches. Indeed, in line with what may be assumed is the DCMS's view on the role of public libraries the interim Head of Culture and Community Services at Worcestershire County Council, Kathy Kirk, states that libraries are:

integral to the delivery of the personalisation agenda (DCMS, 2009)

whilst Professor Michael Thorne, Chair of the Advisory Council on Libraries, states that in his vision for public libraries, libraries should be:

seeking new users and constantly finding new offers within the core purpose, not only to bring in new users but also to assist local and national government in the delivery of service relevant to the core purpose. (ibid)

So important does Professor Thorne consider this function, that in his vision for public libraries:

there is no government department without a presence in public libraries (ibid)

Such comments may suggest that an expanded role of public libraries, in line with current local government agendas, is so important that training staff in new skills that equip them to deliver in line with this expanded role is crucial. The importance of good staff training is illustrated by Bob McKee, the Chief Executive of the Chartered Institute of Library and Information Professionals (CILIP), who states the need for "skilled staff" and highlights that where library authorities have invested in staff skills as an important part of a wider modernisation agenda, library use is rising (ibid). Echoing the importance of staff training, Roy Clare, the Chief Executive of MLA states that:

an accent on consumers demands new skills and more rounded leadership. Qualified librarians are needed alongside experts in learning, digital and customer services... (ibid)

while the Chair of the Advisory Council on Libraries argues for a “necessary revolution in professional training” (ibid) to underpin his vision for 21<sup>st</sup> century library services. Jonathan Drori argues for “provision of skilled and empathic librarians” (ibid) and Councillor Chris White, Chair of the Local Government Association Culture, Tourism and Sports Board asserts the need for those delivering library services “to be consummate professionals.” He goes on to note, however, that whilst professionalism may or may not be reflected by specific qualifications, his view is that it is “a professionalism not directly related to the technical skills required to manage the service’s assets” (ibid). Public library service development thus requires a need to move away from technical know-how to an ability to consider “the bigger picture” and to embrace changed working practices in the provision of user-centred services.

However, although there are a number of comments on the need for appropriate staff training, there are comparatively few comments on specifically what that training should involve. Where comments on training do exist they tend to be as part of a consideration on the role of a 21<sup>st</sup> century library, which perhaps emphasises the importance of a link between the functions of a library and the skills needed to deliver those functions.

There are, however, many general comments about what contributors to the document feel that a 21<sup>st</sup> century library should offer – comments range from issues around service delivery models and partnership working to a focus on what many contributors consider to be the “core” purpose of knowledge and information, reading and literacy. Such considerations may provide a starting point for the development of a new balance of skills but the broadness of the considerations present a challenge to such development, with rather different prospective directions emerging. As Bob McKee noted at the CILIP Public Library Conference in 2009:

Clear guidance is needed on what local councils are expected to provide in their role as public library authorities ...

Miranda McKearney, Chief Executive of the Reading Agency, asserts that

We’re lacking a clear vision for public libraries; that’s the real problem (DCMS, 2009)

Without such vision and guidance, at national level, it is difficult for libraries to define their core function in a unified way and it is clear from the submissions to *Empower, Inform, Enrich* that without this guidance, there will continue to be a variety

of views as to how public libraries progress. In the absence of this national direction, the report authors feel that it will be difficult for learning institutions to develop and deliver an entirely relevant learning programme because the framework within which public library professionals will be working is unclear and unfocused. Indeed, some may say that this framework is missing altogether. Even the Minister for Culture herself is ready to consider the possibility of re-working the legislative framework under which libraries function, a consideration surely welcomed by other contributors to the document, such as Roy Clare, who states that that Act governing public libraries does not reflect modern local government and suggests that it is re-drawn with a focus more relevant to the modern local government agenda. Councillor Chris White also believes that it is time for a new Libraries Act that focuses on the service user, describing the 1964 Public Libraries and Museums Act as:

... a barnacle-encrusted sheet anchor dragging the national debate on libraries back... (ibid)

and asking:

What is a twenty-first century government doing holding statutory inquiries into how to provide modern services, when the statute itself prescribes the provision of 'films and gramophone records' as its vision of modernity? (ibid)

Such comments suggest a clear need for a national vision for library services and modern legislative framework to govern the provision of such a service. With such a framework in place, learning institutions will more easily be able to develop courses that meet employer need, as the modern core functions will be clearly spelt out.

In the absence of such a vision and framework, the authors of this report have focused on changes in local government and documents informing national and international public library provision to produce a learning agenda that they feel will result in staff with key skills necessary for taking library service forward, positively, in line with changing government directions, in the 21<sup>st</sup> century.

## 6. Module development & Skills Chart

### 6.1 What has informed module development?

The teaching and learning experience at London Metropolitan University informs the Project, along with a number of other key documents including the IFLA/UNESCO Public Library Manifesto and the World Summit on the Information Society, which informed module development from the outset.

The World Summit on the Information Society (2005) provides an overall perspective and vision for a public library service, firmly basing it on the principles of human rights:

We reaffirm our desire and commitment to build a people-centred, inclusive and development-oriented Information Society, ... so that people everywhere can create, access, utilize and share information and knowledge, to achieve their full potential....

Thus the initial work on the project involved looking critically at the recommendations made in the IFLA/UNESCO Public Library Manifesto (1994) and by the World Summit on the Information Society (2003; 2005), using these as basis for a list of key skills needed by modern public library staff. Additional consideration was given to the issue of globalisation, the changing nature of public services in the UK and the need for innovation in public library services.

These key issues, combined with other issues detailed earlier, including changes in local government performance management with a resulting need for new skills; findings from *The role of museums, libraries and archives and Local Area Agreement* (MLA, 2009); MLA's Workforce Development Strategy (MLA, 2004); consultation with students, local authorities and new library professionals have led to the development of a Skills Chart, which we feel encompasses a range of key skills needed by modern library professionals.

The Skills Chart (see section 6.4) lists both operational skills and strategic skills, an understanding of both operational and strategic issues being vital for the delivery of modern and effective public library services and for staff within public libraries wishing to progress to more senior level. Additionally, a wider understanding of both operational and strategic issues will benefit all staff by setting their work in an appropriate context. It does seem that there is still a tendency within the cultural sector, and within the training programmes for librarians, to focus more on "traditional" operational skills and thus the balance between traditional and new skills is perhaps not as appropriate as it might be. Although a consideration of professional ethics is not, of itself, new it is included here as the authors felt that it was important

to consider a new balance of skills in the context of existing and important professional ethical issues, which continue to overarch the profession and which are informed by the IFLA/UNESCO public library manifesto that has underpinned this Project.

To this end, three modules have been developed. These are listed overleaf with brief module outline summaries. Further explanation of these modules is given in the Appendix.

## 6.2 Mentor

It is proposed that in order to enhance students' learning and development, each student be allocated a mentor from their authority. The mentor will provide guidance throughout the study period, and especially after students have submitted their first two/three assessments two weeks after lectures finish. The second stage of assessment (assessments to be submitted 12 weeks after lectures end) will have a practical, very work-based focus and will be an opportunity for students to work with an experienced manager to develop greater knowledge and skills in relation to organisational matters. It is the aim that undertaking such work-based projects, with the guidance and supervision of a mentor, will give students practical experience of developing skills in these important areas. It is strongly recommended that a mentor be appointed at the start of the study programme and set times be set aside for meeting between the mentor and the student to monitor progress and to establish a relationship which can enhance the student's learning experience.

The role of the mentor is essentially to provide the first port of call to the student and to help develop the students' skills via interaction and discussion with someone who is experienced in management and who can:

- Provide guidance, coaching and day-to-day support during the period of study, as necessary
- Provide guidance on organisational systems and processes, managing people and teams and practical aspects of library management so they can include this in their coursework
- Help the student to find practical solutions to help them better understand their organisation as part of their coursework.

The authors' experience with the Quality Leaders Project (Youth) indicates that a strong mentor/student relationship can reap real rewards in both student and, indeed, wider service development.

### 6.3 Module outlines

Substantially fuller versions of these are included in the Appendices.

#### Public Libraries, Policy and Equality

Focuses on the development of public libraries in global and national context and on current social and information developments within the public library context. The debates around the processes that shape this development are also covered. Notions of citizenship are explored along with debates around exclusion. There is critical examination of current equality and social inclusion policies in the UK with specific reference to the information sector. The application of information policies in organisations is considered and the role that public libraries can play in meeting changing needs, within a social justice context, is fully explored.

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#### Leading and managing change, innovation and development in public library services

This module explores the dynamics of organisational change, the need for innovation in service development and the contribution that effective leadership plays in delivering relevant public library services in the context of rapid globalisation.

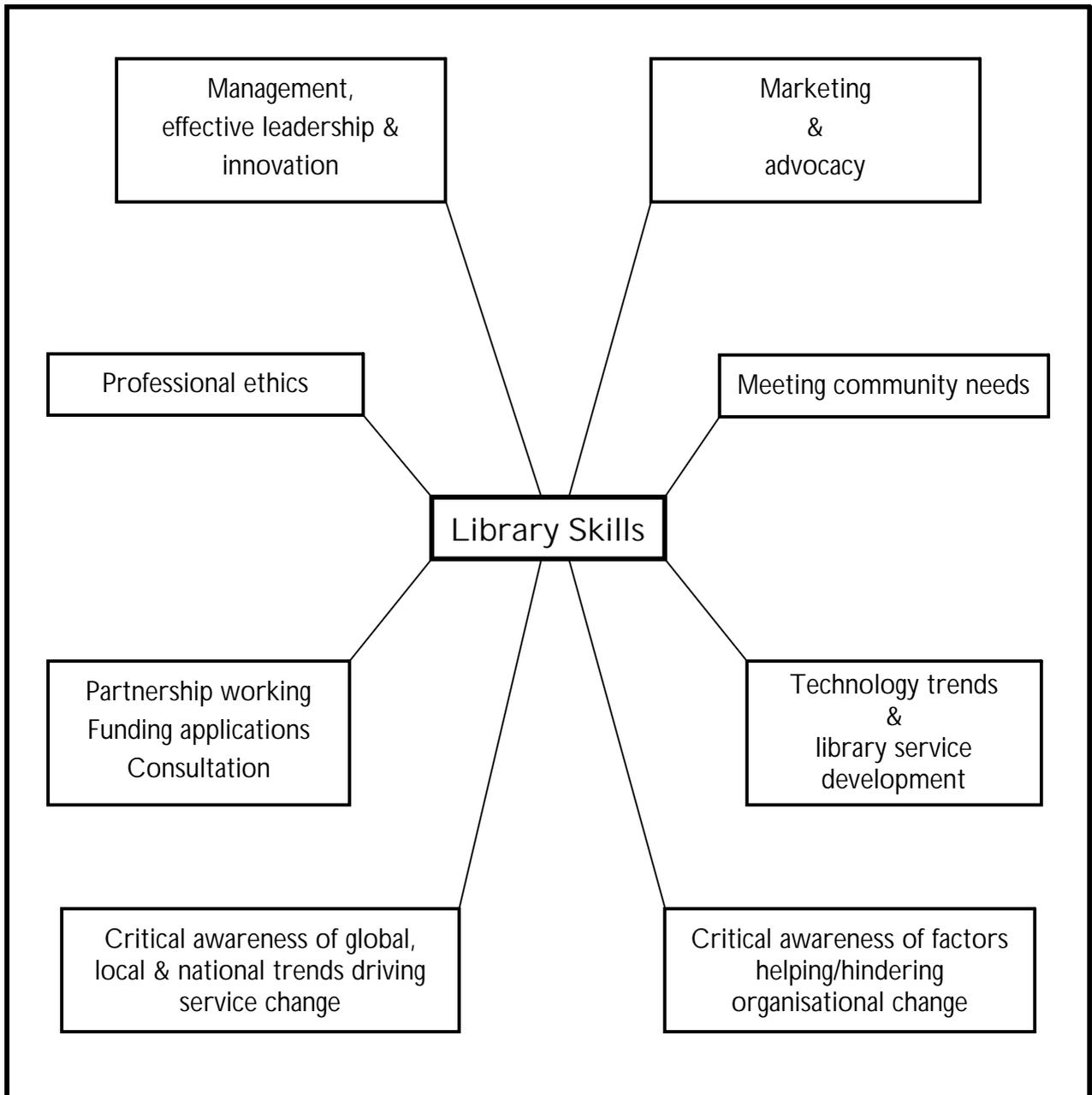
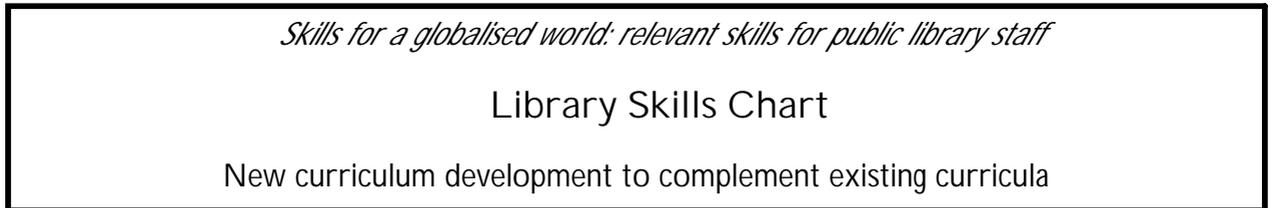
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#### Aspects of public library service design and development

This module focuses on developing students' ability to understand and apply best practice in a number of key aspects which are relevant to developing library services in a rapidly changing political, social and technological environment. Students will have an opportunity to put theory into practice via work-based learning. The module explores some of the key aspects necessary for developing service: Advocacy; Consultation; Funding applications; Marketing/promotion; Partnership working; Technology trends and their impact upon library service development.

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## 6.4 Library Skills Chart



## 7. Conclusion

The need for innovative thinking – and its implementation – is perhaps the greatest challenge facing the information and library profession in the public library context in Britain today. Over the years this has been highlighted by the Audit Commission, by independent research, as well as by MLA and DCMS. Yet the necessary leadership and creative thinking that are needed in order to bring about such innovation is in short supply. The focus of decision- and policy-makers is too often on meeting individual, local targets and the overall national and social context in which public libraries as a whole exist is often lost sight of. Thus while the global political and economic situation has changed, and is constantly changing, public libraries have not managed to develop their services and staff skill base so as to remain relevant to their users and communities. This lack of clarity of vision and action is reflected in the large number of reports and commissions that have looked into what and how public libraries should be functioning. Among key reports and recommendations have been various Parliamentary Committee Reports as well as numerous initiatives from MLA and DCMS. Yet years of this hectic activity have brought no new vision or a new understanding of the role of public libraries. This then also paralyses any new thinking on what skills are needed for the development of staff and managers in order to sustain public libraries in this rapidly changing world. There is also a parallel lack of innovation and change in training of library staff, with the same – or very similar – skills as were being taught 20 or even 40 years ago being taught in a never-ending cycle, with little regard for how far these skills remain relevant in the public library sector and what “new” skills may be needed.

It is, however, true to say that successful attempts have been made by decision makers and Government policies to ensure that public libraries keep up with an important aspect of information which has opened new ways in which libraries can operate. This is in the field of information and communication technology. With the provision of The People’s Network of computers and its related programme to train library staff in delivering the new technology-based service, the library service has managed to keep up with technical situation. However, in the absence of an overall vision and direction for public libraries, the easy option has been to focus on technology as the “final solution” as to what libraries are all about. There is no doubt that technology can be at the forefront of improved public library services but the all-important questions about what is the social role of libraries, how technology can serve this role, how services can be developed to better meet community needs and the related issues about staff skills seem to have been rather ignored.

Rather than charting a new, relevant role for staff and their libraries, easy ways have been taken. The first one is to focus on technology as mentioned above.

Yet another easy way out is to follow the trends associated with corporate globalisation whose focus is on profits for businesses and corporations. Thus, the “bookshop model” for public libraries is becoming an ideal to be aspired to even when the ethos of public libraries goes way beyond the provision of coffee and books and other items for sale.

Yet another model promoted for public libraries is to work in partnership – with business, again reinforcing the commercial aspect of the “library business” and their “customers”. The agenda for privatisation and deregulation of public service has not yet left the public library sphere. Yet in a world where deregulation and lack of effective controls over finance capital has been discredited as inappropriate for meeting people’s needs - as opposed to the needs for profits of corporations - it is imperative that such ideas are not imported into the library world without due thought being given to its social impact.

What is missing in the real world of public librarianship is a discussion – and implementation – of innovation based on clear analyses of the needs in communities.

At the centre of this vacuum in ideas for public libraries and in discussion about staff/librarian development, is vagueness about the purpose and the role of information and public libraries in today’s world. The entire frantic search for a role and a vision for public libraries in Britain tends to ignore an important fact – that, internationally, important strides have been made to understand what the role of information and public libraries should be in today’s world. At one level we have a large amount of relevant guidance from UNESCO, IFLA and the World Summit on the Information Society as well as various initiatives from the European Union. Similarly, various initiatives associated with the aspect of “communication for development” – such as the work of the International Institute for Communication and Development (IICD) – provide yet another aspect that should be relevant for public libraries nationally as well as internationally. Thus the Skills Project starts with this international guidance on the role of librarians as a way of developing relevant skills for library staff. This was on the basis that we do not need to reinvent the wheel.

A key component of relevant public library service development, especially in line with the move towards more personalised services throughout the public sector and the duty to involve, is consultation with those for whom the service is provided. The authors’ experience with the QLP-Y Project highlighted the importance of this area of skills development and it informed the Skills Project from the outset. But such skills need to be developed within the public library profession if the profession is to have the skills it needs to take library services forward in line with changes in public services. The use of consultants has risen dramatically in recent years and the public library service is not immune from this development. The result in part is that whilst

consultants increase their knowledge and awareness of the community via the consultation process, library staff do not and, in addition, become deskilled in a process that is vital to the future of relevant service development. Skills in consultation, therefore, are an important aspect of librarians' development. However, the results of consultation alone cannot be the sole determinant of service development. The context in which public library services operate is important and, therefore, taking public library services forward will also be based upon legislation, policies (both national and international, where relevant) and, crucially, professional input in terms of the understanding of the social role of the public library service. The latter involves a consideration of social justice as well as an awareness and understanding of social trends and technological developments. At the same time, all such development requires the application of ethical and equality considerations, itself a professional issue. Such an approach allows professionals to develop an evolving "menu" of relevant library services that strike a balance between the development of new, and the delivery of older, but still relevant, services.

Yet another aspect of the Skills Project is to learn from experience in putting ideas into practice. The assessments listed in the module specifications for the Project show a clear link between theory and practice, between academic learning and learning from experience in a real work environment, with a built-in learning (via consultation) from people and communities being served. Theory informs practice, which in turn reinforces theories for yet improved practice. At the same time, a great emphasis is placed on widening perspectives and expanding horizons of staff and managers. This, combined with a clearer understanding of the dynamics of organisational change and social trends provide an appropriate understanding, not only of local conditions and needs, but also of the wider context in which libraries function.

The Skills Chart and the modules developed as part of the Skills Project reflect the above thinking. The approach to public library staff skills development, as detailed in this report, is one way of bridging skills gaps in a changing situation. The strength of this approach lies in the fact that it does a number of things: provides academic credits; is a work-based programme; is linked to academic practice; is based on a partnership between professionals, academicians and service providers; provides a flexible learning approach for students so as to suit staff at different levels of qualification and experience; offers a new approach to library authorities in developing staff; offers the opportunity to develop internal (within authorities) and external (with other authorities and organisations) partnerships; can be delivered in a flexible way (in individual workplaces if required) and provides a programme flexible enough to meet the needs of individual students and their employers.

## 7.1 The future of the Skills Project

As indicated earlier, London Metropolitan University was unable to deliver the programme developed by the Skills Project. However, a positive development is that the University of East London (UEL) and Barking and Dagenham Library Service (B&DLS) are keen to implement the modules and the teaching and learning programme developed by the Skills Project. UEL and B&DLS are proposing to deliver a pilot module programme developed as part of the Skills Project and are, at the time of writing, in discussion with the Linking London Lifelong Learning Network on various aspects of module delivery.

As indicated in the report, the remit of this project stops short of implementing the learning programme suggested here. It is interesting to note, however, that the University of East London and Barking & Dagenham Library Service are interested in implementing this programme and their initial reaction was that the programme was relevant not only for library services but local authorities as a whole.

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## **APPENDICES – Module Outlines and Assessment Overview**

### **Appendix A: Public Libraries, Policy and Equality**

#### **Module summary**

This module focuses on the development of public libraries in global and national context and on current social and information developments within the public library context. The debates around the processes that shape this development are also covered. Notions of citizenship are explored along with debates around exclusion. There is critical examination of current equality and social inclusion policies in the UK with specific reference to the information sector. The application of information policies in organisations is considered and the role that public libraries can play in meeting changing needs, within a social justice context, is fully explored.

#### **Module aims**

1. To examine the role of public libraries in contemporary society.
2. To critically analyse the political, social and economic context in which information circulates at organisational, national and international levels.
3. Current developments in UK society, the processes which appear to be shaping it and their implications for public library services.
4. To examine and evaluate the applications of information policies at an organisational level in the public sector.
5. To critically examine citizenship in the “information” society and to identify the role of ICT, information and public library services in promoting social inclusion, equality and democracy.
6. To evaluate social inclusion and equality policies and their impact on public library services and on the information transfer process in the context of cultural pluralism.

#### **Learning outcomes**

By the end of this module students should be able to:

1. Clearly understand current developments in UK society, enabling them to identify and map out the context in which public libraries operate; to apply and critically evaluate the theories underlying public library policies.

2. Delineate and measure the impact of information policies at organisational level. Critically evaluate the application of national information policies and their contribution to the information society in relation to public libraries
3. Assess the strategic value of information at an organisational level and understand the need for managing information policies and practices within organisations.
4. Assess critically the idea of citizenship in the Information Society and recognise the significance of class, gender, sexual orientation, culture, disability, ethnicity and religion in the information transfer process.

### Assessment strategy

There are 4 assessments for this module.

*Guidance will be provided in seminars.*

- Submit assessments 1 and 2 at the end of Week 14 (Lectures end on Week 12). Results will be available in 3 weeks.
- Submit assessments 3 and 4 twelve weeks after Week 14 (dates to be confirmed). This will enable in-depth study of literature and reading lists as well as detailed consultation of the Local Authority Mentor who will be appointed at the start of the module in discussion between tutors and Local Authority managers. Successful completion of all assessments will earn a university certificate.

NOTE: The number of coursework and the word limits for each will need to be assessed to meet quality requirements and local factors at the university where these modules are offered. The requirements set out here are indicative only.

### Assessment questions

1. Evaluate critically an equality or social inclusion policy. Please attach the policy as an appendix to your essay and include in your answer justification for the views that you put forward. (2000 words; 25% of module marks)
2. Assess critically what you feel is the potential role AND the actual role of public libraries in Britain in meeting changing information and learning needs within a fast changing global situation. Include in your answer the role that national and international policies can play in this process, together with organisational factors that affect the success of a process of change. (2000 words; 25% of module marks).

3. (a) Write a new policy to achieve workplace change in a public library context. Ensure that the title of your policy is clearly indicated and attach the policy as an appendix to the essay (2).
- (b) Give the reasons for writing this particular policy and critically consider (i) what factors have influenced the content of the policy; (ii) how the policy would be implemented in a specified organisation (iii) how any non-compliance would be managed. Ensure that your answer clearly identifies the title of the new policy and the reason for choosing this particular policy.

(part (a) does not count towards the word limit for this assessment; 1000 words for part (b); 25% of module marks for 1(a) and (b)).

4. *You have been asked to prepare a report for your very busy Director on the information needs of a specific community. S/he expects a closely argued report that can be read quickly.*

Prepare a short report that analyses critically the information needs of your chosen community. Ensure that your answer identifies the community and contains justification for the information needs that you put forward. (2000 words; 25% of module marks).

#### Suggested lecture programme

Week	Lecture topic
1	Introduction to <i>Public Libraries, Policy and Equality</i> Understanding module outcomes and expectations
2	Information and societies: a theoretical approach
3	Policies: what and why?
4	Social context of public libraries
5	International and national public library policies: UN; WSIS; IFLA; EU; MLA; DCMS
6	Equality, justice and Social Exclusion: laws and policies
7	Equality, justice & social exclusion: practice
8	Performance management: Audit Commission; National Indicators; Local Area Agreements; Comprehensive Area Assessment (CPA); library benchmark
9	Policies into practice: some case studies (QLP-Y; Merton; Hackney; Ideas Store; The Network tackling social exclusion)
10	Network Society, politics of information and local communities
11	Public libraries, equality and social exclusion : experience from local authorities (guest lecture)
12	Public library policies: critical analysis

### Suggested programme of student workshops and debates

NOTE: These are 2-hour sessions. The first hour will be workshops taking up issues raised in the lecture for that week. It will be an opportunity to discuss relevant readings and follow arguments from the lecture. Topics can be suggested by students or seminar leaders. The second hour will involve students working in smaller groups and doing a joint presentation as mentioned below. Students will need to prepare in advance for their presentations and will be able to consult their Mentors. Guidance on this process will be provided during Week 1.

Week	Workshop topic
1	Understanding Module outcomes and expectations
2	Social role of information and libraries
3	Public library policy framework
4	Communities and public library policies
5	Elements of a good policy: analysing policies
6	Globalisation and public library implications
7	Implementing national & international policies
8	Factors informing policies
9	Meeting standards and ensuring policy implementation
10	Issues in implementing equality policies
11	Topic suggested by students
12	Overview

Indicative reading list

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Wilkinson, Richard and Pickett, Kate (2009): *The spirit level: why more equal societies almost always do better*. London: Allen Lane.

World Summit on the Information Society (WSIS): *Declaration of Principles; Building the Information Society: a global challenge in the new Millennium*. <http://www.itu.int/wsis/docs/geneva/official/dop.html>

## Appendix B: Leading and managing change, innovation and development in public library services

### Module summary

This module explores the dynamics of organisational change, the need for innovation in service development and the contribution that effective leadership plays in delivering relevant public library services in the context of rapid globalisation.

### Module aims

1. To raise critical awareness of the social role of public library services in Britain.
2. To examine the concepts of “change management,” “innovation”, “development” and “effective leadership” and analyse factors that hinder or enhance organisational change and service development.
3. To consider issues around the term “relevant services” – who and what is prioritised and why and examining different methods of delivering a service.
4. To develop critical reflective practice by applying theories to practice.

### Learning outcomes

On successful completion of this module students will be able to:

1. Acquire critical understanding of the social context in which public libraries exist
2. Critically define the concepts of innovation, development, leadership, equality and diversity in the context of delivering public library services to meet needs in a globalised world.
3. Assess the strategic need for, and value of, organisational change and effective leadership in public library services.
4. Understand the requirements for organisational change in public library services as a way of meeting national and local objectives.
5. Apply critical reflection to ensure that public library services meet national and international legal and policy requirements, including the requirement for equality and social justice.

## Assessment strategy

There are 4 assessments for this module.

*Guidance will be provided in seminars.*

- Submit assessments 1 and 2 at the end of Week 14 (Lectures end on Week 12). Results will be available in 3 weeks.
- Submit assessments 3 and 4 twelve weeks after Week 14 (dates to be confirmed). This will enable in-depth study of literature and reading lists as well as detailed consultation of the Local Authority Mentor who will be appointed at the start of the module in discussion between tutors and Local Authority managers.

NOTE: The number of coursework and the word limits for each will need to be assessed to meet quality requirements and local factors at the university where these modules are offered. The requirements set out here are indicative only.

## Assessment questions

1. Comment reflectively on how engaging with the learning objectives of this module has helped you in reaching a better understanding of the dynamics of organisational change. (1000 words; 15% of module marks)
2. *“Britain invented public libraries; now we need to re-invent them”*.<sup>1</sup> Consider factors that contribute to, or hinder the development of, a relevant library service to meet needs in a fast changing world. Assess whether there is adequate guidance for developing such a service. (2000 words; 25% of module marks).
3. Discuss critically the dynamics of organisational change in public libraries. Assess the role of effective leadership in managing the process of change and discuss the most effective ways of implementing the new service detailed in Assignment 2. Discuss critically possible challenges that may arise and ways that they might be dealt with effectively. (2500 words; 30% of module marks).

Please attach a copy of the project proposal produced for Assignment 2 as an appendix.

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<sup>1</sup> Latham, Martin (2008): Saving our libraries. Bookseller. 5th August 2008. [www.bookseller.com](http://www.bookseller.com)

4. Produce a project proposal based on a workplace situation or a case study, to develop a new service based on principles of social justice as a way of meeting emerging needs. Ensure that the proposal states clearly: what needs it is addressing and why this focus has been chosen; how the proposal might be implemented by the organisation; also consider how the new service will be promoted to the public, including a consideration of how any public negativity to the proposed service will be managed.

(2500 words including summary; 30% of module marks)

### Suggested lecture programme

Week	Lecture topic
1	Introduction to <i>Leading and managing change, innovation &amp; development in public library services</i> . Understanding module outcomes and expectations
2	History/development of the public library service in the UK – why and how?
3	Public organisations, and social context; Public library service in England: Open to all?
4	Key concepts (1): Information; globalisation; development
5	Key concepts (2): Innovation in a public library context
6	Key concepts (3): Leadership and management in public libraries, including leadership for equality and social justice
7	Key concepts (5): Power, politics and policies
8	Key concepts (6): Understanding and empowering staff and communities
9	Managing the public expectation; managing community responses to changed services
10	Developing and managing projects, an introduction
11	Leading on achieving outcomes: managing performance
12	Case study of innovation & change in local authority: guest lecture

Suggested programme of student workshops and debates

NOTE: These are 2-hour sessions. The first hour will be workshops taking up issues raised in the lecture for that week. It will be an opportunity to discuss relevant readings and follow arguments from the lecture. Topics can be suggested by students or seminar leaders. The second hour will involve students working in smaller groups and doing a joint presentation as mentioned below. Students will need to prepare in advance for their presentations and will be able to consult their Mentors. Guidance on this process will be provided during Week 1.

Week	Workshop topic
1	Understanding Module outcomes and expectations
2	Examining specific public library policies
3	Understanding communities in specific library context; managing the public expectation and dealing with any community resistance to service change.
4	Management styles in public libraries
5	Managing change policies & practice
6	Implementing national & international policies
7	Staff empowerment & development
8	Changing policies reflecting changing social & political context
9	Innovation & change in public libraries
10	Planning a service “fit for purpose”
11	Topic suggested by students
12	Overview

Indicative reading list

Audit Commission (2002): Building better library services; learning from audit, inspection and research. London: Audit Commission.

Black, Alistair (2000): Skeleton in the cupboard: social class and the public library in Britain through 150 years. *Library History*, 16(1) 3-12.

Bunch, A. (1993): The basics of community information work. 2nd edition. London: Library Association.

Castells, Manuel (2000-04): The information age: economy, society, and culture. Oxford: Blackwell Publishers.

Vol. 1: The Rise of the Network Society (2d ed. 2000)

Vol. 2: The Power of Identity (2d ed. 2004)

Vol. 3: End of Millennium (2nd ed. 2000).

Castells, Manuel and Cardoso, Gustavo [Eds.] (2006): The network society: from knowledge to policy. Baltimore, Maryland: Centre for Transatlantic Relations: Johns Hopkins University.

Chartered Institute of Library and Information Professionals (2002?): Making a difference – innovation and diversity; final report of the social inclusion executive advisory group. London: CILIP. Web version available from: <http://www.cilip.org.uk/professionalguidance/socialinclusion/default.htm>

D'Angelo, Ed (2006): Barbarians at the Gates of the Public Library: How Postmodern Consumer Capitalism Threatens Democracy, Civil Education and the Public Good. Library Juice Press, LLC.

Department of Culture, Media and Sport (1999): Libraries for all: social inclusion in public libraries; policy guidance for local authorities in England. London: DCMS.

Department of Culture, Media and Sport (2003): Framework for the future: libraries, learning and information in the next decade. London: DCMS.

Durrani, Shiraz (2008): Information and liberation; writings on the politics of information and librarianship. Duluth, MN: Library Juice Press.

Durrani, Shiraz and Smallwood, Elizabeth (2008): Innovation and change: the QLP-Y approach to staff development. *Library Management*. Vol. 29 (8/9) pp. 671-690.

European Commission (2002): Towards knowledge based Europe: The European Union and the information society.

Feather, John (2003): Communicating knowledge; publishing in the 21st Century. London : Bowker-Saur.

Feather, John (2004): The Information Society: a study of continuity and change. 4th ed. London: Facet Publishing.

Goulding, Anne (2006): Public libraries in the 21st Century: defining services and debating the future. Aldershot, Hampshire: Ashgate.

House of Commons. Public Administration Select Committee (2008): User Involvement in Public Services. Sixth Report of Session 2007–08. HC 410. London: The Stationery Office Limited. (May 2008).

Hunt, Fiona (2001): The WTO and the Threat to Libraries. *Progressive Librarian* 18, pp. 29-39.

ICFTU (2004): A trade union guide to globalisation. 2d ed. Brussels: International Confederation of Free Trade Unions.

Leadbeater, C. (2003): Overdue; How to create a modern public library service. London: Demos.

Lewis, Alison, Ed. (2008): Questioning library neutrality; essays from *Progressive Librarian*. Duluth, MN: Library Juice Press.

Local Government Association (2004): Cultural services and the shared priorities. London: LGA.

Open to all? The public library and social exclusion. (2000) London: The Council for Museum, Archives, and Libraries. Library & Information Commission Research Report no. 85.  
[especially Vol.1: Overview and conclusions and Vol. 3: Working Papers].

Rikowski, Ruth (2005): Globalisation, information and libraries: the implications of the World Trade Organisation's GATS and TRIPS Agreements. Oxford: Chandos Publishing.

Schiller, Herbert (1996): *Information Inequality*. London: Routledge.

Webster, Frank (2004): *The Information Society Reader*. London: Routledge.

## Appendix C: Aspects of public library service design and development

### Module summary

This module focuses on developing students' ability to understand and apply best practice in a number of key aspects which are relevant to developing library services in a rapidly changing political, social and technological environment. Students will have an opportunity to put theory into practice via work-based learning. The module explores some of the key aspects necessary for developing service: Advocacy; Consultation; Funding applications; Marketing/promotion; Partnership working; Technology trends and their impact upon library service development.

### Module aims

1. To raise critical awareness of various aspects of service design and development relevant to public library services in Britain
2. To develop skills in designing and developing library service using tools appropriate to the specific aspects studied.
3. To provide experience in managing organisational issues arising from implementing a new approach implied in using these tools.

### Learning outcomes

On successful completion of this module students will be able to:

1. Critically consider issues around best practice and how this impacts upon the design and delivery of new library services.
2. Understand the organisational and professional issues in implementing new tools as a way of developing services.
3. Prepare a funding application for delivering a library project to meet community needs.
4. Understand the role of changing technologies as a tool for developing library services.
5. Critically consider issues around designing a service based upon partnership working.

## Assessment strategy

There are 6 assessments for this module.

*Guidance will be provided in seminars.*

Due to the number of different areas of study in this module and the need for an assessment on each of the key areas, this module lasts for 14 weeks.

- Submit assessments 1, 2 and 3 at the end of Week 16 (Lectures end on Week 14). Results will be available in 3 weeks.
- Submit assessments 4 and 5 twelve weeks after Week 14 (dates to be confirmed). This will enable in-depth study of literature and reading lists as well as detailed consultation of the Local Authority Mentor who will be appointed at the start of the module in discussion between tutors and Local Authority managers.

NOTE: The number of coursework and the word limits for each will need to be assessed to meet quality requirements and local factors at the university where these modules are offered. The requirements set out here are indicative only.

## Assessment questions

### 1. Marketing/promotion

- (a) Design and submit an A3 poster to promote

EITHER a particular aspect of the library service (e.g. services for young people; homework clubs – these are just examples, you decide which aspect of service)

OR the entire library service

to a particular group within the community (e.g. young people; travellers – you decide which group) whose use of the library service is low.

Ensure that your poster:

- Is appropriate in content and that it is visually attractive and effective.
- Does NOT merely advertise a library event. This assessment is about promoting the library service (or one part of the service) to a group that does not currently use it in any real numbers. It is not

about advertising an event and any assessments that do this will not pass.

- (b) Write a brief report on the aspects of preparing the poster that you found most difficult, indicating how you overcame this.

(500 words for part (b); poster and report will account for 10% of module marks)

Ensure that your report:

- States clearly whether your poster promotes the entire library service or one aspect of service. If the latter, state which.
- States clearly which group you are aiming the poster at and what criteria you have used to decide upon this group.
- States what informed the design and content of the poster.

## 2. Technology trends and library service development

Basing your arguments on current literature and any personal experience, write an essay on how a public library service can use the new tools made available by technological development in the 21<sup>st</sup> century to develop new and more relevant services that better meet local need.

Exclude a consideration of those tools that may help to deliver a more efficient service but which are not used to offer a substantially different service (see below). (2000 words; 20% of module marks).

Ensure that your essay:

- Focuses on service development to meet previously unmet, or inadequately met, needs.
- Makes a clear link between identified needs and how the technology may be used to meet these needs.
- EXCLUDES a consideration of any tools that may be used for increasing efficiency in in-house operations but which do not substantially alter the service offered e.g. RFID being used to make item issue/discharge quicker, get items back onto the shelves more quickly etc would not represent a new service, merely a more efficient, updated version of the existing service and would not, therefore, qualify for consideration in this assessment.

### 3. Consultation

Using relevant sources of information to guide your recommendations, develop a proposal for consulting older people in your authority as to the type of service they need, at what times, where etc.

Critically analyse the problems you are likely to encounter and discuss how you might overcome them. (1500 words; 15% of module marks).

### 4. Advocacy

*Your library service has been asked to make budget cuts and a proposal has been put forward that a part of the library service (you decide which) is to face a reduction of its staffing budget with the work passing to volunteers. You have been asked to present a report to the Chief Executive that will inform her/his final decision on whether this service's staffing budget is cut.*

Prepare a report that makes the case for not reducing the service you have identified. Include in your answer the impact upon the community of the proposed cut; possible effects of the use of volunteers; possible breach of national requirements. Suggest possible ways of continuing to deliver the service using staff but avoiding cuts. (1500 words; 15% of module marks).

### 5. Partnership working

*Your manager has asked you to design a new service to meet the needs of young people (or another target community – you decide which community). It has been suggested that you use a partnership approach – within the Council as well as within the community – to ensure greater impact for the proposed service and to increase the resources available for the new service.*

Design a service that meets the needs of a target community, using the partnership approach requested by your manager. Indicate the advantages and disadvantages of this approach. Highlight possible challenges and how you would manage them.

Present your assessment in the form of a report and ensure that you clearly state who/what your target community is; who your chosen partners are and why you have chosen them. (2500 words; 25% of module marks)

## 6. Funding application

*You have been asked to make a funding application to a funding body to enable you to develop an aspect of library service. The funding body you have been asked to approach is the Esmée Fairbairn Foundation.*

- Visit the Esmée Fairbairn Foundation website (<http://www.esmeefairbairn.org.uk/about-us.html>) and check their criteria for project funding.
- Decide upon an area for service development that meets the Foundation criteria for project funding.
- Download the Word version of the First Stage Application Form and complete it following the guidance and requirements mentioned on the website.
- Produce a 1000-word outline proposal of your service development and attach this to the First Stage Application Form, following the guidance given on the website.
- Ignore the requests for accounts and constitution of your organisation.
- Print off the First Stage Application Form, attach it to your outline proposal and submit to your tutor as your final assessment.

(1000 words; 15% of module marks)

### Suggested lecture programme

Week	Lecture topic
1	Introduction to the module
2	Requirements for a successful library service in the 21 <sup>st</sup> century
3	Advocacy and library service
4	Marketing/promoting the library service
5	Partnership working in libraries
6	Using technology to develop library service
7	Consulting users
8	Meeting funder requirements
9	Managing projects
10	Planning and implementing service, monitoring performance
11	Understanding organisational culture and requirements
12	Use one tool or all?
13	Guest lecture: to be confirmed
14	Reflecting on key aspects

### Suggested programme of student workshop and debates

NOTE: These are 2-hour sessions. The first hour will be workshops taking up issues raised in the lecture for that week. It will be an opportunity to discuss relevant readings and follow arguments from the lecture. Topics can be suggested by students or seminar leaders. The second hour will involve students working in smaller groups and doing a joint presentation as mentioned below. Students will need to prepare in advance for their presentations and will be able to consult their Mentors. Guidance on this process will be provided during Week 1.

Week	Workshop topic
1	Understanding module outcomes and expectations
2	Group discussion: marketing; funding; technology; local authority support
3	Group discussion: partnership working; consultation
4	Increasing Council support for the library service
5	Catching the eye, making an impact: posters or Facebook
6	Examples of services designed with and without consulting users
7	Partnerships: losing control – or adding value?
8	Connecting users with services
9	Balancing funder and service requirements
10	Planning, implementing and monitoring new services: who and how?
11	Managing culture clashes: staff, authority and community
12	Who's in power?
13	Topic suggested by students
14	Overview

### Indicative reading list

Corrigan, Paul, Hayes, Mike and Joyce, Paul (1999): *Managing in the new local government*. London: Kogan Page.

European Foundation for Management Development (efmd) - various reports (to be included in the Resource Pack).

Fairtlough, Gerard (2005): *The three ways of getting things done*. Bournemouth, Dorset: Triarchy Press. Goss, Sue (ed.) (1999): *Managing working with the public*. London: Kogan Page.

Goulding, Anne (2006): *Public libraries in the 21<sup>st</sup> Century; defining services and debating the future*. Aldershot: Ashgate.

Hamel, Gary and Prahalad, C. K. (1994): *Competing for the future*. Boston, Massachusetts: Harvard Business School Press. Chapter 3: Learning to forget.

Info4Local: <http://www.info4local.gov.uk/>

Institute for Public Policy Research (2007): *Public Services at the Crossroads*. Edited by Richard Brooks. Executive summary available at: <http://www.ippr.org.uk/publicationsandreports/publication.asp?id=562>. [Accessed: 21 October 2007].

Joyce, Paul and Woods, Adrian (1996): *Essential strategic management; from modernism to pragmatism*. Oxford: Butterworth-Heinemann.

Joyce, Paul (1999): *Strategic management for the public services*. Buckingham: Open University Press.

National Youth Agency (2004): *Ethical Conduct in Youth Work; a statement of values and principles from The National Youth Agency*.

Public (The Guardian): <http://www.guardianpublic.co.uk/>

## Appendix D: Overview on assessment and approach to teaching and learning: guidance for students

1. Pass marks for all Modules will be 40%
2. Requirements for passing:
  - a. Adequate referencing using Harvard referencing style
  - b. Content will be relevant to the assigned task and expressed in a simple style that is clear and understandable.
  - c. All aspects of the assessment given in the question are to be included in your submitted work

### Approach to teaching and learning

We view teaching and learning as a collaborative process, which involves your active participation in the various elements of this module. In order to facilitate this and enable you to meet the learning outcomes for this module, we will be using a range of teaching/learning strategies. We will also be encouraging you to reflect on your own performance and contribute to reviews of the wider learning process.

The module is therefore scheduled as an inter-linked programme, combining:

- Weekly lectures
- Weekly seminars
- Weekly workshops with regular self-evaluation exercises
- Weekly guided independent study

Supported by:

- Tutorial sessions
- A web page
- Advisory services
- Drop in sessions at the library

The lectures are designed to

- Introduce you to the major theories and debates in a particular area, and
- Provide you with an overview of the key substantive studies/findings.

Seminars provide a forum through which you can:

- Check and extend your knowledge
- Develop your communication, presentational and group skills
- Prepare for your assignments.

You are expected to attend seminars on a weekly basis, prepared to:

- Report your findings from the set reading/ work
- Discuss your own ideas/reading relating to the relevant topic,
- Consider the issues raised in the preceding lecture,
- Participate in a range of group-based exercises

Workshops focus on

- the higher level skills for academic study
- the review of your own skills
- the process of personal development planning

You are expected to attend weekly, participate in the programme and begin to complete your personal development portfolio.

Guided independent study

Guided independent study is an integral component of the module. It is the means through which you can both ensure your substantive knowledge and understanding of issues addressed in the module and develop your study and time management skills.

As with all your modules, a time allowance for independent study is built into the programme, and you will be expected to undertake reading on a weekly basis and other preparatory work. Guidance on these is provided later in this Module Guide and will also be provided by your seminar tutor.

Independent Study and Mentoring

For a range of reasons that we will be exploring during the module, employing organisations are increasingly seeking staff with both academic qualifications and a clear 'skills portfolio'.

Developing and practising these skills is an on-going process and will feature in different ways in all your modules. But their effective deployment depends heavily on understanding your own approach to learning, acquiring the study skills expected of first year undergraduates and the capacity to reflect on your learning needs and plan accordingly.

Built into the learning programme is a mentoring scheme. Further details on this will be provided nearer the time. In general, each student will have a mentor based at their place of work. S/he will meet you regularly and provide guidance and support your learning, as well as guide you through organisational matters. Their support will

be of particular importance when you are preparing the latter assignments for each module – the ones to be handed in 3 months after the module lectures end.

As indicated above, the seminar exercises, workshops and the assignments for this module are designed to enable you to develop and apply your competence in and understanding of:

- Literature searches and information retrieval
- Collating and synthesising information from key texts
- Analysing and evaluating your findings
- Academic writing and referencing
- Communication and presentation skills
- The analysis of descriptive data
- Team work
- Time management
- Reflective skills (including self-evaluation/development)

#### Tutorial Sessions

Held on an individual or 'mini' group basis by your Seminar Tutor, these provide you with the opportunity to:

- Discuss particular issues relating to your progress/assignment(s)
- Reflect on your learning styles/needs with a view to improving your own learning and performance