

FACTORS INFLUENCING PROFESSIONAL IDENTITY DEVELOPMENT AND NEGOTIATION OF
PUBLIC LIBRARIANS IN AOTEAROA NEW ZEALAND

BY

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A thesis submitted to
Te Herenga Waka - Victoria University of Wellington
in fulfilment of the requirements for the degree of
Doctor of Philosophy
Information Systems

School of Information Management
Te Herenga Waka - Victoria University of Wellington
Wellington, Aotearoa New Zealand
2021

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General abstract

The definition and fit of the librarian and library in society have been called into question amidst rapid professional and social change. This professional and social change has similarly called into question the professional identity of the librarian. Professional identity is the product of the impact the organizational and/or professional life has had on one's understanding of self within its context (Whyte, 1956/2002), influencing discourse and behaviour (Sundin & Hedman, 2009). The influence of professional identity on perception and behaviour underscores the importance of the co-constructed relationship between librarian and those served. Therefore, professional identity is key in discussions concerning the place of the librarian in a 21st century society and beyond.

To examine professional identity of public librarians in Aotearoa New Zealand, this research adopted a multimethod approach. In Phase 1, a questionnaire was designed operationalising elements of a conceptual model and for participant selection. In Phase 2, follow-up interviews were conducted with 40 participants. Semi-structured interviews allowed participants to elaborate on responses and reflect on their professional identities. The multimethod model adopted emphasises qualitative data, which was analysed with an inductive approach.

This thesis begins with an introduction chapter, outlining the motivation, questions, and methodology which guided this research. This thesis also includes four original articles. The first article reviews the relevant literature on librarian professional identity. Previous literature presents as disparate, with foci on specific aspects of this professional identity. The first paper therefore takes a holistic approach to examine this identity, resulting in a conceptual model of the formation and development of librarian professional identity. This model guides subsequent examinations of the data collected. The second article outlines the development of a novel methodological approach. This approach resulted from the combination of methods adopted in this research. It establishes a link between critical incidents impacting professional identity and world- and self-perception grounded through this identity, as expressed by metaphors. The third article presents qualitative results from the interviews conducted. Findings demonstrate that dominant influences on practitioners' individual perceptions of their professional identity development and to their professional behaviour feature in identity development over time, demonstrated by behaviour. Critical incidents prompt a specific identity negotiation process, identified as the Critical Incident Negotiation Process. This article also offers three theoretical propositions relating to the dominant influences on practitioners' perception, behaviour, and the above-mentioned negotiation process. The fourth article further presents qualitative results from interviews. Findings demonstrate that librarian professional identity negotiations are grounded in perceptions of profession through meaning ascribed to the profession and through its manifestations (e.g., professional associations, etc.), respectively; and perceptions of practice as related to organisational/institutional contexts. This article also introduces the Relational States of Librarian Professional Identity (the relational states), which indicate variations of individual affiliation with the profession. This article also offers a theoretical process identified as the Professional Identity Negotiation Framework and six theoretical propositions relating to librarian professional identity, its negotiations, and relational states.

The thesis concludes with a chapter outlining conclusions and contributions of the four articles in library and information science theory, methodology, and practice.

Acknowledgements

Completion of this doctoral research and the journey preceding it would not have been possible without the support certain of individuals. To the following people, I would like to say thank you.

Professor Anne Goulding, my primary supervisor, for her steady hand and keen eye; and to Dr. Jennifer Campbell-Meier, my secondary supervisor, for her creative thinking and contextual insights. Their collective generosity is imprinted in this work.

To my examiners for taking the time to read this thesis and provide thorough and constructive feedback.

To the participants of this study, the librarians of Aotearoa New Zealand, whose experiences and identities are the foundation of this research. Thank you.

Associate Professor Markus Luczak-Roesch, whose understanding, generosity, excitement, and energy for work is both boundless and infectious.

Dr. Jesse Dinneen and Nicola Vernon, whose enduring support and unique understanding have helped me to develop as a scholar and person.

Dr. Jen Pecoskie, whose influence in library school and beyond is fundamental to my practice as a librarian and a scholar. I would not have many of the opportunities which have formed me without your kindness.

Cyndi Dobrez and Lynn Rutan, my middle school librarians, without whom I would have never found my path nor myself if not for certain books, the love of reading, and the love of librarianship. *'Does the walker choose the path, or the path the walker?'*

Thank you to Ben Langholz and CJ Eby, whose years of friendship have been a helping hand in and of itself, a constant reminder to always extend the helping hand to all those who seek it.

Table of Contents

Chapter 1: Introduction	10
1.1 Motivation	10
1.2 Profession	13
1.3 Whyte’s Professional Identity	14
1.4 New Zealand Context	17
1.4.1 Pre-existing Identity.....	18
1.5 Research Questions	20
1.6 Methodology	21
1.6.1 Paradigm.....	21
1.6.2 Multimethod approach.....	24
1.6.3 Design.....	26
1.6.4 Data Collection.....	27
1.6.5 Data Analysis.....	34
1.6.6 Sampling.....	36
1.6.7 Human Ethics Approval and Informed Consent Procedures.....	39
1.7 Thesis Outline	40
1.8 Statement of Authorship	41
1.9 References	42
Chapter 2: An integrated understanding of librarian professional identity	51
2.1 Introduction	51
2.2 Methodology	52
2.3 Librarian Professional Identity	54
2.3.1 Primary Identity.....	54
2.3.2 Education & Training.....	55
2.3.3 Self-Claiming.....	56
2.3.4 Early Practice.....	57
2.3.5 Professional Status, Values, & Associations.....	58
2.3.6 Critical Incidents.....	59
2.3.7 Experience & Time.....	60
2.3.8 Communication & Ascription of Meaning to Practice.....	60
2.3.9 Identity/Place Dichotomy.....	61
2.3.10 Transferability.....	63
2.3.11 Blurring.....	64
2.3.12 Later Practice.....	65
2.3.13 Perceptions including Stereotypes.....	65
2.4 Discussion	66
2.4.1 Librarian Professional Identity Continuum.....	66
2.4.2 Analysis.....	68
2.5 Limitations & Future Research	70
2.6 Conclusion	71
2.7 References	72
2.8 Appendix A	77
Chapter 3: Metaphors and critical incidents: introduction to a methodological approach derived from expressions of librarian professional identity	81
3.1 Introduction	81
3.2 Literature review	82
3.2.1 Professional identity.....	82
3.2.2 Librarian professional identity.....	83
3.2.3 Previous methodologies employed in examining librarian professional identity.....	84
3.2.4 Critical incident technique.....	85
3.2.5 Metaphorical approach.....	85
3.2.6 Combined uses.....	86
3.3 Research questions	87

3.4 Methodology	87
3.4.1 Study context	87
3.4.2 Analytical approach	88
3.5 Results	93
3.5.1 Response & respondent composition for all cases	93
3.5.2 Critical incident(s)	96
3.5.3 Sentiment analysis.....	96
3.5.4 Metaphor consistency	99
3.5.5 Content analysis	100
3.5.6 Framing.....	103
3.5.7 Inter-inconsistent responses	105
3.6 Discussion	105
3.7 Limitations and future research	107
3.8 Conclusion	108
3.9 References	109
3.10 Appendix A	113
Chapter 4: The Critical Incident Negotiation Process and the role of dominant influences on practitioner perception and behaviour of public librarians in Aotearoa New Zealand	117
4.1 Introduction	117
4.2 Literature Review	118
4.2.1 Identity.....	118
4.2.2 Professional Identity.....	118
4.2.3 Librarian Professional Identity.....	119
4.2.4 Professional Behaviour	120
4.2.5 Critical Incidents in Identity Development.....	121
4.3 Research Questions	123
4.4 Methodology	123
4.5 Findings	124
4.5.1 Respondent Demographics	124
4.5.2 Understanding of Influences on Behaviour.....	126
4.5.3 Understanding of Influences on Perception.....	128
4.5.4 Critical Incidents as prompting identity negotiations	129
4.6 Discussion	134
4.7 Limitations and Future Research	137
4.8 Conclusion	137
4.9 References	138
Chapter 5: The role of identity negotiations and perceived degree of identity separation for professional identity construction of public librarians in Aotearoa New Zealand	141
5.1 Introduction	141
5.2 Literature Review	142
5.2.1 Identity.....	142
5.2.2 Professional Identity.....	142
5.2.3 Librarian Professional Identity.....	143
5.2.4 Critical Incident Negotiation Process	144
5.3 Research Questions	145
5.4 Methodology	145
5.5 Findings	146
5.5.1 Respondent Demographics	146
5.5.2 Moderators of Professional Identity Negotiations.....	148
5.5.3 Relational States of Professional Identity	164
5.5.4 Relational States Mapped to the Moderating Categories.....	170
5.6 Discussion	172
5.7 Limitations and Future Research	176
5.8 Conclusion	177
5.9 References	178

Chapter 6: Conclusion	181
6.1 Addressing the Research Questions	181
6.1.1 Research Question 1.....	182
6.1.2 Research Question 2.....	183
6.1.3 Research Question 3.....	185
6.2 Contribution to Methodology	185
6.3 Contribution to Theory	186
6.4 Contribution to Education and Practice	187
6.5 Limitations	189
6.6 Future Research	190
6.7 Public Librarians and Identity	191
6.8 Reflections	192
6.9 Concluding Remarks	194
6.10 References	195
References	197
Appendices	209
Appendix 1: Librarian Professional Identity Anchors Questionnaire (L-PIAQ)	210
Appendix 2: Interview Schedule	236
Appendix 3: Invitation to Participate in the Study	237
Appendix 4: Participant Information Sheet - Interview	238
Appendix 5: Participant Consent Form - Interview	239
Appendix 6: Permission to Reproduce Pierson et al, 2019	240
Appendix 7: Codebook	242
Appendix 8: Quantitative results	250
Appendix 9: Associated publications and presentations	253
List of Figures	
Figure 2.1	78
Figure 4.1	136
Figure 5.1	149
Figure 5.2	150
Figure 5.3	151
Figure 5.4	175
List of Tables	
Table 1.1	21
Table 1.2	30
Table 3.1	94
Table 3.2	94
Table 3.3	95
Table 3.4	97
Table 3.5	98
Table 3.6	99
Table 3.7	100
Table 3.8	101
Table 3.9	101
Table 3.10	103
Table 3.11	104
Table 3.12	104
Table 4.1	125
Table 4.2	125
Table 4.3	126
Table 4.4	130
Table 5.1	147

Table 5.2	147
Table 5.3	148
Table 5.4	152
Table 5.5	154
Table 5.6	158
Table 5.7	161
Table 5.8	165
Table 5.9	171

Chapter 1

Introduction

Chapter 1: Introduction

1.1 Motivation

The discussion of the relevance, definition, and fit of the library in modern and future society has been subject to various discussions over the years (e.g., Bak, 2002; Bennett, 1988; Harris, 1992). Amidst the context of professional and societal transition, such discussions fundamentally invoke identity. Insight into how library practitioner self-perception, through professional identity, is vital to understanding the library within its context. Examination of professional identity allows for exploration of practitioner behaviour in a service-oriented profession. Librarians, as the institutional personification of the library, co-construct relationships with individual patrons, society, and other institutions. Insight into this professional identity assists not only in understanding how a library-as-institution is constructed, but also in how it is situated within a society at large, how patrons might interact with this system and its mediator based on their needs and expectations, and the future of this unique information system. Increased competition for information provision, and inherent variability of privatised quality of information and service, rampant misinformation, and digital ubiquity highlight the vital need to examine librarian professional identity, as it is ever more relevant within library and information science practice and research.

Discussions around this identity, however, are often framed as an identity crisis in librarianship (e.g., Bennett, 1988; Dorner et al., 2017; Harris, 1992). While an historic issue for librarianship, recent technological and societal developments have thrown discussions on this identity into sharp relief. Technological innovation has redefined aspects of library work and contributed to altering traditional budgetary expectations (Davis, 2008; Dorner et al., 2017; Fraser-Arnott, 2018; Hicks, 2014a; Kaatrakoski & Lahikainen, 2016; Perini, 2016; Ward, 2013; Widén & Kronqvist-Berg, 2014, June). Libraries are increasingly required to demonstrate their value in social, educative, and monetary dimensions (Abels et al., 2002, 2004; Oakleaf, 2010). Furthermore, trends among library associations around the world exemplify various explicit investigations of how the library will continue to serve in an ever-changing environment (American Library Association, n.d.; Arts Council England, 2012, 2013; Australian Library and Information Association, 2014; International Federation of Library Associations, 2013).

Demographic changes within the profession further compound the above issues, wherein the composition of practitioner communities has been shifting (Marshall et al., 2009; Moran et al., 2010; Rathbun-Grubb & Marshall, 2009). This shift implies different contextualities of the incoming librarian, including expectations relating to work, its environment, and digital technology and ICTs. Differing individual contextualities suggest at least some impact on conceptualizations of how the library-as-institution is constructed, situated within society, the nature of interaction with patrons, and therefore its future.

Uncertainty regarding institutional definition and fit in society can also be understood as uncertainty about the professional's definition and fit, and therefore their identity. Changes in societal expectation and information behaviour have influenced use of the library and perception of the librarian, a result of which is collective questioning of the librarian identity with respect to professional role in the contemporary era and beyond (Australian Library and Information Association, 2014; Dorner et al., 2017; Nelson & Irwin, 2014). Such questioning involves the examination of skills and character, including attitudes, beliefs, and perceptions. Consequently, it is increasingly important to understand the role of librarian identity, with respect to change in work and the future of the profession.

There have been various attempts to outline the identity of the librarian, whether by psychological assessment of practitioners in various types of libraries (Bryan, 1952; Morrison, 1970; Scherdin, 1994), self-perception through semantic differential assessment of academic librarians (Cravey, 1991), changes in professional identity over time of academic librarians (Sare & Bales, 2014; Sare et al., 2012), and a more indiscriminate approach through vocational typology (Holland, 1997). An important motivation of these studies is the search for overarching commonalities among practitioners in order to ascertain whether some archetype exists. While Holland (1997) presents a theory leveraging the strengths of a typological design, his theory has several limitations for librarianship. The approach has a limited perspective where it is applied to people who make vocational choices, thereby inferring a vocational type to an entire profession. The practitioners of librarianship are broadly interpreted, and little granularity is given to potential practitioner types. There are implied differences according to function (pp. 269-271), however these are severely limited to the broadest interpretations of librarians and library assistants.

The rapid changes in librarianship over the last two decades, especially digital technologies as they relate to practice, have highlighted the need for further exploration of

practitioners. Moreover, in the pursuit of the archetypal librarian, there is a lack of emphasis on practitioner self-perception of professional identity within the context of the profession, particularly as it relates to public librarianship.

Questions concerning current practice, future needs, and self-perception of professional identity have particular relevance to the public library subsector. The public library stands at a specific nexus, wherein it serves the average person and the greater society in which it is embedded (Rubin, 2008). This library type is more numerous than more specialized libraries and has more encompassing access policies and services offered for their community, whereas more specialized libraries tailor their resources and services for specific clientele and goals. Public libraries, and public librarians, can be seen to have contact with a wider swath of greater society on an individual level (Kane, 2008). Therefore, the need to stay apace with general societal changes is of real concern and contributes to the characterization of the work and subsector. Public libraries exemplify the changes in the profession through necessity to anticipate and react to changes in society at various levels.

Among the key studies concerning librarian professional identity, however, there is a lack of focus on public librarians. The paucity of focus raises questions of transference of previous findings and greater representation within investigatory methodologies and findings. Accordingly, the purpose of this study is to examine the professional identity of practicing librarians working with the Aotearoa New Zealand public library subsector. This examination specifically focuses on librarian professional identity formation and continued development; influences on this professional identity development; identity negotiation processes; how individual practitioner perception of professional identity forms a framework thereof; and it offers theoretical propositions relating to the development of librarian professional identity. These examinations are guided by the Librarian Professional Identity Continuum framework. This framework emerged from synthesis of the literature on librarian professional identity and emphasises empirical studies thereof. It was developed prior to any data collection or the development of the research questions outlined in section 1.5.

Within this framework are the Librarian Professional Identity Anchors, elements influencing the professional identity process. These anchors bound the component parts of professional identity which is connected to practice itself. The practitioner must negotiate some balance, or lack thereof, among these anchors which may change as the renegotiation

process transpires over time. These anchors are: contextuality, defining the circumstances of practice and the practitioners; socialization, the process in which professional norms and expectations are internalized through social interaction; outside perception, the view of society in reference to the practitioner and the profession within a cultural and temporal framework; and individual perception is the view of the individual practitioner within a cultural and temporal framework. This framework was developed within the sociological theoretical paradigm of identity (e.g., Lawler 2014). A full discussion of this framework, as a result of the literature review, is provided in Chapter 2.

1.2 Profession

There has been much discussion on the status of librarianship as a profession. Some have classified librarianship as a “semi-profession” (Abbott, 1988), or a profession whose constitution does not satisfy all of the benchmarks of a ‘true’ profession of traditional notions, i.e., law, medicine, theology. Early definitions distinguish professions through services rendered to society rather than personal gain, that it is a body organised by standards for work which protect the worker and guarantee better service to society (Tawney, 1920). Schön (1995) conceptualises profession as the manner in which the principal business of society is conducted and professionals are trained in their specific domain to carry out such business. Moreover, societal institutions are where professional jurisdiction is exercised through related professional activities.

Trait based approaches to profession outline essential attributes which make an occupation a profession, thereby acting as benchmarks for organisation and achievement of the state of profession (e.g., Greenwood, 1957). This approach has had lasting effects on discussions of professions (Seminelli, 2016). A profession, however, is merely a way in which to organize an occupation to achieve its goals (Wilson, 1984). More to the point, librarianship is thus organized and uses such methods as it needs, most notably to serve society within a jurisdiction and, to some extent, control how this is to be achieved. It is, therefore, unimportant whether librarianship meets every characteristic associated with a profession to the highest possible degree, as no profession can claim such a state (Wilson, 1984). Such a true state of profession, and its associated traits, can be understood to be

limiting as its development disregards, for example, modern characterisations of library practice as a co-constructed relationship between professional and patron.

While influenced by the trait era, Wilson's (1984) argument supports a more co-constructed understanding of profession, as it underscores that traits are not the emphasis, rather it is the origination of a profession to leverage methods to achieve goals within a jurisdiction for service to society. Seminelli (2016) similarly demonstrates librarianship as meeting this definition of profession while acknowledging defining profession and librarianship as a profession is difficult given its interstitial nature. While interstitial, librarianship is a profession wherein methods are applied to achieve occupation specific goals to service society.

This conceptualisation is particularly relevant when discussing co-constructed relationships grounded in service and identity processes as socially embedded. In librarianship, developing co-constructed relationships with patrons and societies over time influences identity construction which is positioned within the broader profession (e.g., Hicks, 2014a; Lawler, 2014; Whyte, 1956/2002). This conceptualisation, and its theoretical underpinnings, articulate identity as a developmental process over time which is guided within the parameters of a profession and the methods it employs to achieve its jurisdictional goals in serving society (e.g., techniques of practice and professional values and ethics).

1.3 Whyte's Professional Identity

Professional identity is the product of the impact organisational and/or professional life has had on the perception of the identity within its context (Whyte, 1956/2002). This conceptualisation draws on a number of professions, suggesting no matter how disparate, there is an understanding among professionals of the "common denominators which bind them" (pp. 3-4). The professional is responsible to the organisation; what the organisation asks of them generally coheres with their perception of their duty to it, despite ceding something of their control to it.

Whyte's "social" or "organisational ethic" details that, if one dedicates their working life (either all or in part) to an organisation, it provides for them in such a way to include one's sense of individualism embedded within a collective (p. 6), denoting the inherent

interplay between individuality and a collective. If it does not, one may move to another organisation. This dynamic allows for the possibility for such a balance of individualism and collectivism to occur while also acting as a developmental influence on the identity which is a result of being associated with the organisation and its wider profession. Even the most ardent organisational supporters, however, may yet have misgivings (p. 9), thus acknowledging the individual element within the whole. Moreover, one must “fight” to maintain the balance between one’s self outside the organisation and the interests of the organisation which may ask for too much of any single person (p. 404), similarly suggesting individual affiliation with an organisation/profession may vary and that the influential dynamic of identity development need not be one way. In essence “[the person] exists as a unity of society...only as [the person] collaborates with others does [the person] become worthwhile, for by sublimating [their self] in the group, [the person] helps produce a whole that is greater than the sum of its parts” (Whyte, 1956/2002, p. 7). Thus, while a person’s contribution makes a whole greater than its sum, this greater sum cannot be achieved without the individual contribution.

One’s organisational/professional obligations are immediate, their “duty is not so much to the community in a broad sense but the actual...one about [them]” (p.8). This is similarly reflective of the public library context in which practitioners are tasked with the obligations of day-to-day practice relative to their local community. While their duties are not such that they are responsible to the whole of society, it is by serving their communities within their day-to-day practice in which they are able to contribute to their profession and this broad sense of society. Whyte’s discussions are processional with emphasis on influences, thus accommodating individual differences and the basic assumptions of sociological identity understanding. Namely, these assumptions outline identity as a process over time in which social influences provide for development (e.g., Lawler, 2014). Whyte transposes these assumptions into the organisational/professional realm.

Moreover, one’s individualism is placed within a collective, which may condition or constrain that individualism (p.11). The “social” or “organisational ethic” maintains the individual through a necessary balancing of when to conform and when to resist or try to change the organisation in which one is embedded (p. 12). This dynamic not only indicates a social influence on identity development, but also suggest that individual balancing of these demands and acting upon them may also be indicative of individual affiliation with a

collective. Whyte's discussion of the "social ethic" as equated with the "organisational ethic" similarly characterises the dynamic between pre-existing identity and professional identity. While distinct constructs, they are inextricably linked to such an extent where an influence on one impacts the other. The professional identity is developed upon the pre-existing identity. The pre-existing precedes the professional. These identities thereby contribute, in part, to the construction of our realities and how we interact with them.

More recent work similarly evokes Whyte's conceptualisation of identity. Larsson (2018) discusses experts need to recognise the human tendency to make decisions without all relevant information within the private sector context, suggesting professional identity is influenced by the social influences of an occupation. Bauer and Murray (2018) examine professional identity relating to the management of bereavement in "white collar jobs", offering a critique of Whyte's positioning of professional identity as white and male, undoubtedly as a by-product of its origination. Vintges (2019), however, transposes the "organisational man" to the "organisational woman", through Simone de Beauvoir's writing and Whyte's influences upon them, to critically analyse the relationship between neoliberalism and feminism. Chandler (2017) uses Whyte's conceptualisation within the tradition of the sociology of occupations, examining people's various identities in and outside of work, and thus the identity which is developed within the occupational context. Ladge et al. (2016) similarly draw on Whyte in discussing the identity of fatherhood as related to the "the organisation."

While written in the United States in the mid-20th Century context, Whyte positions the impact of "the organisation" on identity, and resulting ideology, beyond that context, rather to the Western world (p. 4). This positioning allows for congruence with a sociological understanding of identity and suggests transferability to the New Zealand context due to its colonial history and contemporary situation within that world. Whyte's synthesised conceptualisation of professional identity offers a holistic approach to identity, acknowledging identity within and outside of profession and the countervailing forces of individual and collective, suggesting these forces may impact individuals differently, thereby illustrating differing individual affiliations with that collective. This approach therefore alludes to the embedded nature of various identities, such as role, organisational, and professional (e.g., Pate et al., 2009; Trede et al., 2012) which are taken into account in the complex process of identity. Moreover, the structure of libraries in New Zealand is based on

its inherited British model, wherein it is institutionalised. While moving toward a co-constructed characterisation, libraries in New Zealand remain situated as part of the boarder institutions of government with traditional hierarchical structures.

1.4 New Zealand Context

New Zealand is a country composed of a North and South Island in the South Pacific Ocean. Originally settled in the late 13th Century (Wilson, 2005/2020), New Zealand would be the exclusive home of the Māori people until the settlement of British and Europeans in the mid-1700s to the mid-1800s (Watters, n.d.). The Treaty of Waitangi/ Te Tiriti o Waitangi is considered the founding document of modern New Zealand (Archives New Zealand, n.d.; Watters, n.d.), establishing in 1840 not only the British colony of New Zealand, but the codified beginning of what would become considered biculturalism, the partnership between the Māori and the European cultures of New Zealand (Hayward, 2012). As of 2019, however, New Zealand continues to have a strongly developing immigrant population (Statistics New Zealand Tatauranga Aotearoa, 2019). While New Zealand boast contrasting landscapes, from the ruggedly rural to the densely populated, it also features suburbia, both the more traditional notions thereof and its developing densification and diversification (Johnson et al., 2019), further supporting the applicability of Whyte regarding discussions on suburbia and transferability into context and future.

Public libraries in New Zealand are situated at the local level, as parts of the local government (“Council”), whose funding comes from local taxes (“rates”). The first New Zealand library was established in 1841 in Wellington by European settlers (Ministry for Cultural Heritage, n.d.). Public libraries in New Zealand are modelled after the Western conceptualisation of a library and its associated values (e.g., self-betterment, rationality) (e.g., Finks, 1989; Gorman, 2015). Thus, while public libraries in New Zealand are situated within the varying contexts of their country, they are institutions which continue to be modelled on their American-Anglo antecedents.

In the 21st Century, many public libraries and librarians in New Zealand have faced change. Auckland City Libraries, for example, underwent a major organisational restructure in 2017, which impacted many jobs and personal perceptions of the city council and individual position within the library sector (Howie, 2017; Stuff, 2017). The City of

Christchurch, and its surrounding region, experienced an earthquake which killed many in 2011 (Ministry for Cultural Heritage, 2020) and continues to be an influential event. From this, however, a new library was built, opening in 2018 which has significantly impacted its community (Hayward, 2018). Wellington City Central Library, however, closed in early 2020 due to structural complications from an earthquake (Campbell, 2020). This event posed organisational challenges on several levels, with redistributions of librarians and collections across the city (Green, 2020; Wellington City Libraries, 2020). The impacts of these respective events on local context and individual identity were a common theme discussed with participants from these locations.

1.4.1 Pre-existing Identity

The term “pre-existing identity¹” is used in this thesis to distinguish between the professional identity, the scope of this research, and the identity(-ies) outside of it. The term “identity” as singular is a convenience as the very nature of identity assumes a multiplicity beyond enumeration (e.g., Lawler, 2014). Some argue that the self is a coherent whole distinct from others (Crocker & Canevello, 2012). Others note that this distinct ‘whole’ is also formed from the dynamic social process, from individual to society and their expectations and customs (Lawler, 2014). While professional identity as a construct is referred to in such a way to assume it can be displaced from its “pre-existing identity”, this cannot be so. The two interact in an ongoing process of negotiation and development. They will often influence each other.

For example, Respondent A5 draws on both identities when discussing the core values of librarianship, which are set against the greater New Zealand context of biculturalism and a collocation of world views.

...the whole public library movement that arose in the 1800s, you know, those values – Anglo-centric, though they may be – need to be kept in mind when you’re thinking of library services. Those services can be innovative and creative and all of that, but I really do think you need to keep those core values in mind. And the importance of literacy, the importance of finding out what is good [...] rigorous information and not what’s just off the top of your head. [T]hat’s evidence-based and not...you know, knee-jerk reaction and stuff like that. I think it’s just so important now.

¹ Note that in this thesis, the term “pre-existing identity” will be used uniformly, except where previously published works may use “primary identity.”

Respondent A5 invoked the temporal context in which modern library services developed, and a cultural framework in which library services are embedded. They similarly remarked “I’m from this really euro-centric, liberal background of what my beliefs are.” In this, they demonstrate not only the positioning of their pre-existing identity, but also how it interacts with their professional identity by linking their values with library values, “those values – Anglo-centric, though they may be.”

Respondent A8, however, elaborated on the metaphor they provided for their self as a librarian in the interviews. They evoked te reo Māori, the Māori language, to say “I am a tī kōuka, well grounded with widely spread roots, aiming high - tall and true but ultimately able to shoot off in all directions.” Tī kōuka is a cabbage tree native to New Zealand. Elaborating on the meaning of this metaphor in the interview, they say:

I’ve had a lot of experience in a range of fields prior to librarianship. I... have... wide range of roots. I’m quite ambitious for myself and for my customers and for my library. But also I just, someone comes in with an idea, well I have an idea, I go [sound effect] and I think of all the other ideas that we can ping off of and shooting off other ideas about how we can help that customer or how we can have a... swapping of craft event in the library, and how... to make [a] community-wide... building-wide community project. So therefore, I think that way.

When prompting to understand whether how they see their self through their metaphor is linked to their history and way of thinking, they responded “Yeah, yeah. So if I can’t go over it, can’t go under it, I might go through it. But I’m more likely to go up and over.” Their discussion of directionality is an elaboration of their self, their pre-existing identity, which influences their professional identity. Moreover, their use of te reo Māori suggests a deeper aspect of their identity, one which is (at least) linked to biculturalism. Indications of their prior experiences which have developed their sense of identity and way of thinking is made clear through the use of “widely spread roots” enabling them to “shoot off in all directions.” This is reinforced by their statement “if I can’t go over it, can’t go under it, I might go through it. But I’m more likely to go up and over.”

In both of the above cases, it should be noted that themes relating to their pre-existing identities, these contrasts between the te ao Māori, the Māori world and worldview, and the Anglo-centric, western world view were not explored directly. Rather, the focus remained on professional identity and its influences within the professional

context. This focus, of course, cannot be divorced from its antecedent, as is demonstrated above. For further discussion reflecting on responsible conduct of social science research relative to power structures and related themes, see Chapter 7.

Nevertheless, the construct of professional identity is predicated as being derived from, informed by, and developed on the basis of a “pre-existing identity.” One develops their sense of their identity, such that it may be, before entering a profession. It is from this identity which professional identity is developed over time within a collective context of specialised jurisdiction (Sundin & Hedman, 2009; Trede et al., 2012). As Respondents A5 and A8 demonstrate, participants in this research possessed different aspects within their pre-existing identities. Various participants also shared certain aspects, such as motherhood, families, or being ‘kiwi’, either born or immigrated. Thus, differing and similar contextualities are brought into individual professional identities, which are brought into a shared, collective context of profession. The demographic reporting in the Chapters 3, 4, and 5 additionally provide contextualisation of not only the individual aspects of this overall research, but also a representation of some of those identities contributing to pre-existing identity outside of professional identity.

1.5 Research Questions

This research is guided by the following questions:

1. Research Question 1: How do the Librarian Professional Identity Anchors inform a framework of self-perception of professional identity of practicing librarians in public libraries?
2. Research Question 2: What are the distinctions among practicing librarians in public libraries which form this framework?
3. Research Question 3: Why are there these distinctions among practicing librarians in public libraries which form this framework?

1.6 Methodology

Table 1.1 presents an overview of the research design for this study, discussed in more detail in subsequent sections.

Table 1.1

Research Design Summary

Element	Summary
Paradigm	Pragmatism
Approach	Multimethod
Method/Design	Inverted Explanatory Sequential Design – Participant Selection Model
Data Collection	1. Questionnaire 2. Interviews
Unit of Analysis	Individual – self-identified librarians practicing in the public library subsector
Data Analysis	1. Inductive analysis (coding) 2. Statistical analysis
Model	Librarian Professional Identity Continuum (LPIC)

1.6.1 Paradigm

A paradigm can be understood as a worldview with its own set of assumptions, guiding the inquiry of a scientific community (Pickard, 2013). As this research seeks to leverage both qualitative and quantitative data in order to understand human self-perception within the context of a profession, pragmatism is best suited as a world view which can support multimethod research (Bloor & Wood, 2011; Brewer & Hunter, 2006). Mixed and multimethod research are both a fundamental exercise in practicality and open to ontological and epistemological justification (Pickard, 2013; Westbrook, 2010; Wildemuth, 2017). Due to the nature of this research and the research questions, however, the pragmatic stance offers the most appropriate way by which to justify a multimethod study because it can accommodate both the objective and the subjective (e.g., Biesta, 2010; Bloor & Wood, 2011; Brewer & Hunter, 2006).

Positivism posits that reality is objective, composed of that which can be observed (Pickard, 2013). Emphasis is given to explanation of cause and effect in order to predict.

Postpositivist thought concedes the uncertainty of social interaction and therefore understanding yet maintains that an objective reality is external and independent of humans. Interpretivism, however, posits that realities are socially and contextually constructed (Pickard, 2013). Interpretivist inquiry attempts to understand meaning in context, taking into account both the micro- and macro-levels of environment. Investigation in the natural setting is emphasized.

Pragmatism has been noted as a philosophical stance (Biesta, 2010) or an accepted paradigm (Feilzer, 2010) which best justifies mixed or multiple methods because it does not distinguish between the above ontological and epistemological stances as being separate, and therefore dual. It recognizes that knowledge and reality are both encountered and created, thereby acting as one (Maxcy, 2003), not two distinct processes thus rejecting an ontological distinction. One exists in an objective environment, one's actions in that environment create knowledge. Reality, as the understanding of knowledge, is also composed of one's subjective interpretations of the environment and their actions within it (Biesta, 2010). Therefore, the nature of truth and reality require interaction for not only its comprehension but also for its production. "[K]nowledge, mind, and meaning [are] a part of the same world that they have to do with" (Ward, 1984, p. 206).

Pragmatism emphasises lived experienced which informs who we are and how we perceive, interact with, and create reality (Talissee & Aikin, 2011). While this emphasis places experience perhaps superior to language, it also conceives reality through the social and contextual, thus necessitating language as a viable form of data – so long as meaning is clarified to the best extent possible and scientific inquiry is careful and attentive to what can be a reasonable result of such an inquiry. The semantic meaning of language is relative to and contingent on context (e.g., Schiller, 1912). Moreover, reality and scientific inquiry cannot be independent of context (e.g., Maxcy, 2003; Talissee & Aikin, 2011).

Self-referential knowledge is a necessary part of understanding reality (Rorty, 1980). When positioned within scientific inquiry, this knowledge allows "people to make discursive what was previously unquestioned" (Baert, 2004, p. 367). In so doing, this not only allows for elevated understanding of the implicit or visceral, but also insight into how one understands, interacts with, and creates contextually bound reality. The knower affects to known (Maxcy, 2003), and vice versa. For pragmatism, inquiry is the systematic change (through such mechanisms as scientific methods or propositions) of a problem to a solution

through organising the relevant elements by which to solve the problem within its context (Maxcy, 2003). The problem informs the methods and the methods necessary are the ones that solve the problem.

These considerations informed methodological choices. Context was understood to be key; language was investigated as data, yet only to the extent it would allow; prompting for contextual elaboration where possible from respondents; use of intersubjectivity allowed for strengthened access of meaning through a shared professional context; incorporation of reflexivity (see: questions related to critical incidents, Appendix 2) as a method to elicit self-referential knowledge; the use of specific methods for exploration of individual contexts embedded in a shared context (i.e., critical incidents, metaphors, interviews). These tenants of pragmatism are also consistent with basic sociological premises of identity (e.g., Lawler, 2014), where it is a process of external and internal factors acting and reacting to each other to create an identity iteration along some context. Neither can be factors in this identity process without the other; thus, it is not dual components, rather a singular whole.

Pragmatism remains a fruitful line of philosophical inquiry. For example, Prasetya (2020) explicitly explores how pragmatism influences scientific explanations and criteria by which to evaluate them. Criteria for evaluating such explanations are, at least in part, directed by specific theory, making such criteria context-dependent, thus the usefulness of explanations and their evaluations are similarly contextually bound. Renzi (2011) brings together pragmatism and modern feminist theory. She draws on knowledge acceptance and rejection through an examination of “feminine innocence” in selected modern texts, contrasting with the modern (often scientific) emphasis on knowledge acquisition as preferable to chosen ignorance.

Furthermore, pragmatism continues as the philosophical underpinning of mixed and multimethod research. For example, it supports studies utilizing traditional interventionalist and interpretivist methods, such as the grounded theory approach (Feilzer, 2010). Thus, while the paradigm is more oriented to practical problem solving, that it can be coupled with a grounded approach illustrates the stance’s ability to be leveraged in conjunction with both the practical and theoretical. Dickinson (2019) uses pragmatism as the underpinning of her mixed methods study on climate change adaptation, making use of grounded theory within her research design. Gao (2018) uses an explanatory sequential design to examine

the beliefs and practices towards reading and teaching reading of Chinese English-as-a-foreign-language (EFL) teachers. Gleason's (2016) methodological approach and theoretical foundations are also grounded in pragmatism, linking it with intersectionality and feminism. His study of science education uses case study and ethnography. He notes that in "multinatural" science education, where plurality of existence is recognized, referential knowledge is among the key aspects of science knowledge (p. 205). Additionally, Jordan (2019) underpins her multimethod research on entrepreneurial opportunity creation using pragmatism.

Finally, while not as supportive as originally intended, pragmatic considerations also informed the use of quantitative data to support the qualitative data (see: Appendix 8). The original purpose of this research was to develop a typology (see: Multimethod approach), where inductively derived findings would be supported by quantitative analysis. The results, however, could not support its construction, as the quantitative instrument did not account for certain aspects which were uncovered from inductive analysis (see: Chapter 6, Reflections). Nevertheless, pragmatism held as a consistent and appropriate underpinning paradigm for a multimethod approach (e.g., Morse, 2003). While the intended approach was to be "QUAL -> quant", where both approaches are used sequentially with an inductive thrust, the results suggest better alignment with "QUAL -> qual", where multiple qualitative approaches are used sequentially (Morse, 2003, p. 197). Pragmatism supports use of multiple methods, regardless of those methods only being qualitative from which positive findings resulted. Moreover, pragmatic considerations guided multiple qualitative methodologies used in conjunction and subsequent analysis insofar as the data would allow. Paradigmatic and methodological choices and actions were conducted while maintaining the premise that identity is a process over time impacted by external and internal factors.

1.6.2 Multimethod approach

A fundamental assumption of this research is that professional identity is the product of external influences, such as the contextuality of practice, and internal influences, the personal meaning created from one's perception. Thus, acting as one, internal and external understandings of truth and reality contribute to the overall composition of professional identity. Therefore, two approaches to data collection and interpretation is most appropriate due to the complexity of the phenomenon under study. A mixed methods

approach was initially considered as a way to provide a fuller understanding by maximizing the benefits of both qualitative and quantitative approaches (Connaway & Powell, 2010). This was in part due to the initial goal of the overall research project, which was theory development through typology development (e.g., Doty & Glick, 1994; Doty et al., 1993). It should be noted that Chapters 2 and 3 (as published articles) reference this original statement of “mixed methods.” The intent was development first through qualitatively, inductively derived constructs which would be refined through quantitative analysis, thus making use of a more traditional mixed methods approach. The results of the overall study could not support any such typology and the research procedure, and its results, can be considered multimethod.

The multimethod premise is that no method is perfect and to carefully combine methods can be effective in investigating a phenomenon (Brewer & Hunter, 2006). Disagreement of results is still useful, as it can help social science research to reconceptualise the research problem or questions. Its use can often be in anticipation of certain limitations of one method which could be addressed at a later stage within the same research project with another method. Similar to mixed methods, a multimethod approach deliberately couples various methods to address the overarching problem (Bloor & Wood, 2011; Brewer & Hunter, 2006). This can be done sequentially, such as through the additive approach, where the primary research task can be subdivided into sub-tasks whose corresponding methods may differ (Bloor & Wood, 2011). While the procedure may have followed such a sequential design (see: Design), the overall results of the project are more indicative of an interactive approach of multiple methods (i.e., see: Appendix 8). The interactive approach utilizes a combination of methods to address the same research topic or task, thus is more focused on analytical depth of a specific topic (Bloor & Wood, 2011). Creswell and Plano Clark (2007, p. 273) make a similar distinction in that multimethod tends to be along the same categories (e.g., qual/qual), implying appropriate analysis, whereas mixed methods tend to mix categories (e.g., qual/quant), implying appropriate mixed analysis and integration.

Moreover, as an interactive multimethod approach, the research project was also qualitatively driven (Morse & Maddox, 2014). The aim of qualitatively driven multimethod research is to address the qualitative questions which position the entire project, thus prioritising the qualitative over any quantitative aspects (Morse & Maddox, 2014), such as

any quantitative sub-tasks which may feature in the overall design (e.g., Bloor & Wood, 2011). In this research, the quantitative content and analysis can be considered as the supplementary component of the multimethod design (Morse & Maddox, 2014). Use of a multimethod approach allows for and requires consideration of appropriate and effective data collection techniques which may include more than one data set (Brewer & Hunter, 2006), requiring design choices similar to those in mixed methods approaches (e.g., Creswell & Plano Clark, 2007).

Finally, as the project was qualitatively driven, there was an emphasis placed not only on qualitative data, but on the relationships with partisans as well. These relationships were co-constructed and discursive. As will be discussed in the next section, the use of two data collection rounds supported relationship building; the questionnaire helped to prime the respondents to the subject matter which was discussed in interviews. In particular, intersubjectivity and reflexivity in interviews were leveraged (e.g., Brown, 2017; Smith, 1994) to further develop relationships in order to address the research questions. The researcher's background as a practicing librarian supported the advantageous use of intersubjectivity and reflexivity to understand participant perspectives and contexts. In some cases, these relationships extended to after the interviews were completed, in an appropriate and relevant way. For example, two participants followed up, unprompted, explicitly with the researcher considering their reflections on the topics covered in the interviews after the researcher had withdrawn. Their statements were added to their transcripts and included in analysis. Other participants were contacted by the researcher for follow up questions, whose responses were also included in transcripts. Additionally, all participants were provided with the opportunity to review interview transcripts, make corrections, and elaborate further on any point. Seven participants provided such corrections or feedback, whose transcripts were used for analysis.

1.6.3 Design

The purpose of the study as expressed by the research questions informed timing of data collection and data analysis considerations, such as within- and among data set analysis. The explanatory sequential design utilizes one set of data to support an additional data set in two data collection phases (e.g., Creswell & Plano Clark, 2007) . While the typical participant selection model within this design uses initial quantitative data for purposeful

participant selection (for in-depth qualitative follow-up to address the research questions), this research chose participants based on the initial qualitative data provided by questionnaire participants. In this model and overall research, emphasis is placed on qualitative data. Participant selection in this research, therefore, was based on responses to the qualitative, open-ended questions which featured in the questionnaire in the first phase of data collection (see: Data Collection; Sampling). It should also be noted that this research inverted the analytical sequence, where qualitative data were analysed first and quantitative data were analysed last. These purposeful design modifications were determined better suited for this investigation, as its quantitative data were to support the inductively derived qualitative insights from information rich respondents. Quantitative analysis positioned as the final analytical phase in the sequence therefore avoided any undue deductive bias during the inductive qualitative analysis.

This design is considered the most direct approach, allowing an individual investigator to manage project logistics more effectively and efficiently (Creswell & Plano Clark, 2007). Two phases allow for demarcation of analysis phases and write-up. However, it is time consuming to implement two collection rounds. Researchers must also be as specific as possible in their selection considerations for the qualitative phase.

1.6.4 Data Collection

1.6.4.1 Quantitative Data

Quantitative research seeks to understand the objective world by operationalizing constructs into variables and manipulating those variables in order to uncover relationships. The underlying aim is to illuminate axiomatic relationships or to generalize to groups (Pickard, 2013). One of the most common instruments utilized in the social sciences is the questionnaire, given it is relatively quick and inexpensive to administer, and its nature encourages more truthful responses (Connaway & Powell, 2010).

Thus, a questionnaire was developed with four sections. The delivery method was fully electronic. Three of the sections operationalize the anchors as outlined in Article 1 (Pierson et al., 2019):

- Individual Perception: This section includes scale items related to individual understanding of the profession and one's position within it, and the practitioner's perception of societal perception of the profession.
- Socialisation: This section includes scale items concerning key constructs related to interaction within the profession, peers, and perception thereof, such as focus on education, training, support from colleagues, professional values and participation.
- Focused open-ended questions: This section includes open-ended questions concerning broader understandings and conceptualizations. Respondents were asked to provide a metaphor describing how they perceive the professional of librarianship and themselves within it (Lakoff & Johnson, 1980) as well as present critical incidents which they perceived to have impacted their professional identity (Flanagan, 1954).
- Contextuality: This section includes general demographic questions in addition to questions concerning their specific circumstances as a practicing public librarian, e.g., library setting, whether the respondent holds a library specific qualification, etc.

It should be noted that the anchor Outside Perception was not included in this questionnaire as it was determined that it would be too difficult to operationalize this aspect adequately within the present study. While Outside Perception is a key anchor that plays a role in informing the development of the librarian professional identity (Cherry et al., 2011; Fraser-Arnott, 2017a; Harris, 1992; Nelson, 2011; Polger & Okamoto, 2010; Wilkins-Jordan & Hussey, 2014; Wilson, 1982), the focus of the anchor is from an external source. Thus, in lieu of a separate study to survey perceptions from outside the profession, findings from relevant literature concerning perception of the practitioners and profession of librarianship will inform this study where needed, as well as some questions in the interview schedule.

Hair et al. (2016) encourage the use of established scales. It is more prudent if a study is able to leverage a scale with already proven validity and reliability rather than constructing one anew. Additionally, Hair and colleagues support revision of scales for particular purposes, a chief concern being that a scale may use outdated language and

formatting (p. 250). No one instrument exists which would suit the purposes of this study. Therefore, an instrument was designed informed by the unique aims of this study and modified versions of established scales. The instrument used in this study is known as the Librarian Professional Identity Anchors Questionnaire (L-PIAQ) (See: Appendix 1).

The L-PIAQ uses three established scales. The first scale is a revised version of the Interdisciplinary Education Perception Scale (IEPS) (Luecht et al., 1990; McFadyen et al., 2007), originally designed to measure professional student perceptions in interdisciplinary allied-health settings. The revised version measures through three domains: competency and autonomy, perceived need for cooperation, and perception of actual cooperation. The second scale is the Generic Role Perception Questionnaire (GRPQ) (MacKay, 2004) designed to measure an individual's perception of the role of various professions as well as change in those perceptions overtime. The final scale used is a revised version of the Organizational Socialization Inventory (OSI) (Taormina, 2004), which is based from organizational socialisation literature. It is designed to measure degree of socialisation through four domains: training, organizational understanding, co-worker support, and future prospects. It may be administered to assess socialisation at any time of employment, both new and veteran. These instruments have found various applications (See: Table 1.2).

Table 1.2

Established scales informing the Library Professional Identity Anchors Questionnaire (L-PIAQ)

Instrument	Design Context	Use	Applications	Applied Context
Interdisciplinary Education Perception Scale (IEPS)	Student professional self-perceptions & views of students in other professions; Developed within nursing, allied health, social care, interdisciplinary settings	Measures professional perceptions in interdisciplinary/allied health settings through three domains: competency & autonomy; perceived need for cooperation; perception of actual cooperation	Arenson et al. (2015) Stull and Blue (2016) Puskar et al. (2016)	Medical education, faculty Medical education, students Medical practice
Generic Role Perception Questionnaire (GRPQ)	Generic version applicable to a range of professions, perceptions of professions; Developed within medial, allied health, & social work	Measures perception of the role of a given profession; use of bi-polar role constructs	Validated (including reliability) (MacKay, 2004)	Application not reported in literature; Application in field: to develop and “evaluate interprofessional education across different sectors and different professions” (S. MacKay, personal communication, October 12, 2018)
Organizational Socialization Inventory (OSI)	Generic, developed for most types of organizations	Measures level of organizational socialization through four domains: training; organizational understanding; co-worker support; & future prospects.	Song and Chathoth (2010); Tomietto et al. (2014); Gencer et al. (2018)	Tourism & Hospitality Nursing & clinical education Education

The pre-existing instruments used in the creation of the L-PIAQ were judged to be the most relevant to this study's purposes, as their scopes focus on socialisation, organizational/role perceptions and their comparisons with other professions. These instruments were determined as most suited to operationalise the inherent properties of the Librarian Professional Identity Anchors. The author inspected each instrument on the question level, comparing them with the individual facets of the Professional Identity Anchors. Those considered relevant were included in the initial pool of questions. Original questions were crafted as needed to suit the unique focus of the study and questionnaire; these questions constitute a minority of the overall questionnaire. Questions were arranged by theme relevant to their corresponding Anchor. Several iterations culminated in a draft questionnaire. Question wording was adapted in order to be relevant to the professional-level context, the library context, and the Aotearoa New Zealand context. The design processes tailored this iteration of the L-PIAQ to the public library subsector.

Additionally, the metaphorical approach (Lakoff & Johnson, 1980) and the Critical Incident Technique (Flanagan, 1954) were used in the questionnaire. The former helps to illuminate a person's conceptual understanding of experience while the latter provides key moments contributing to professional identity development. Both have found previous application in library and information science research (Radford, 2006; VanScoy, 2016). Metaphors lend a convenient mechanism for respondents to frame and communicate their perceptions of the profession and themselves within it. As a cognitive device, they help to expand understanding beyond what is present at any given time, highlight conceptualizations within a worldview, and imply what is hidden (Lakoff & Johnson, 1980). Therefore, they are ideal in articulating a scheme by which an individual understands their reality, and thus how they participate within it.

The Critical Incident Technique, as outlined by Flanagan (1954), is a flexible methodology to elicit information concerning behaviour and its effects. Respondents are asked about important events, often framed around a specific topic or prompt. Some have leveraged this technique within the professional identity theoretical framework, highlighting its unique ability in identifying and articulating crucial moments or events which have influenced conceptualizations, behaviours, and identity development (Hutchins & Rainbolt,

2017). It provides a unique method of elaboration on individual, or a collection of, events and their lasting effects.

Knowledgeable respondents with library, cultural, and survey construction expertise were consulted during pretesting qualitative assessment. The respondents consulted on face and content validity on both the nature of the questions as they relate to this study and the construction of these questions, a standard procedure for survey design (Hair et al., 2016). Three pretesting interviews took place between late September and early October 2018. Substantive revisions resulted in the version in Appendix 1. One round of pilot testing took place in November 2018. Testing highlighted necessary modifications to the final instrument and ensured methodological fitness (Connaway & Powell, 2010). Quantitative assessment included statistical testing for validity and reliability (Hair et al., 2016). Target range for Cronbach's alpha coefficient was between $\geq .7$ and $\leq .94$. Validity of the respective instruments used has been previously established (See: Luecht et al., 1990; MacKay, 2004; McFadyen et al., 2007; Taormina, 2004). Due to time constraints, test-retest reliability and predictive validity was omitted in the present study.

Many of the disadvantages of using a survey instrument (Connaway & Powell, 2010) were remedied by virtue of the follow-up embedded in the study design and the nature of the population under study. Certain considerations, however, must still be understood. Nonresponse rate, extreme opinions biasing the sample, implicit bias in questionnaire construction, and respondent interpretation posed risks (Connaway & Powell, 2010). Pilot testing assisted in reducing bias and making the language accessible to all. For example, the phrase 'important event(s) that have impacted your identity as a librarian' was determined to be more accessible to practitioners rather than critical incidents. Reminder communications were sent out to assist in boosting participation. Further, extreme opinions were analysed carefully within the context it was associated with as well as the holistic context of this research. All responses were confidential (see: Section 1.3.7, Sampling). Responses to the open-ended, qualitative questions in the questionnaire informed purposive sampling for follow-up interviews and also contributed to interview question development (see: Sampling).

1.6.4.2 Qualitative Data

Qualitative researchers focus more on understanding the contextual and often that which is significant to individuals or groups. The interview method in particular allows for exploration of context and meaning (Rubin & Rubin, 2012). This method provides a flexible approach by which to capture rich data about complex phenomena, especially if it is not easily quantifiable in nature (Pickard, 2013). Thus, another fundamental assumption is that this phenomena is also understood through the meaning people assign to it and this meaning is accessed through language (Myers, 2013) .

Qualitative data were collected using a semi-structured interview approach with forty participants between March and October 2019. All interviews were face-to-face at a location of the respondents' choosing, in most cases the libraries in which they worked. This equated to roughly 12,556 km (7,801.94 mi) driven across New Zealand. This provided a flexible structure necessary for eliciting varied perspectives (Luo & Wildemuth, 2017). This was particularly appropriate in this study context. The semi-structured approach allowed for tailoring to the respondent in such a way that certain thematic avenues were explored in depth while others were omitted due to individual differences. This interview approach fits well when used in conjunction with constant comparison (e.g., Charmaz, 2014). It allows for agile pivoting of questions and topics due to the iterative nature of the data analysis. This approach, described in detail in the next section, provided guidance on theme exploration and questions posed directly from the data while being in the field, thus making it timely.

Questions focused on capturing individual perception of professional identity, and associated themes, within the context of librarianship. Some questions related to those asked within the questionnaire, in order to elaborate on reasons behind specific responses. For example, respondents were asked to elaborate on the metaphors and critical incidents they provided in the questionnaire. Additional question design elicited differences and similarities among individuals according to perceptions of dominant influences on practitioner perception and behaviour, perception of relationship between pre-existing and professional identity, and professional socialisation. See Appendix 2 for the interview schedule. The aim of the interviews was to delve deeper into such themes as individual perception of work role within the context of the profession, understanding of societal perception of libraries and librarians, individual perception of the place libraries and librarians hold in society, understanding of individual professional identity, specific incidents

which had significant impact on the formation of this identity, and the negotiation of change and developmental impacts over time. The developed interview schedule allowed for a systematic yet personalised approach to collect qualitative data. While the questions were asked of all respondents, each were able respondent to provide their individual perception or elaboration on their answers. Moreover, questions concerning critical incidents specifically allowed for articulation of the personalised aspects of identity and what was being asked. Each interview, however, also provided for more individualised exploration with standardised topics and that which was organically presented from their discussion. This approach allowed for more in-depth understanding of respondents' perceptions and answers.

There are various ways that bias can invalidate the results of an interview and otherwise taint the experience (Connaway & Powell, 2010; Luo & Wildemuth, 2017), the Hawthorne effect being a primary concern (Myers & Newman, 2007). Tone of voice, reaction to responses, general presentation, and interpersonal interaction are essential considerations. Attention to the respondent is key. Some argue for a specific interview dynamic (Myers & Newman, 2007), while others advocate for neutrality (Luo & Wildemuth, 2017). Cultural considerations encouraged an informal approach, where a conversational tone helped to keep the participants at ease (Connaway & Powell, 2010; Pickard, 2013). Pilot testing of the interview guide assisted with preparation for field application. Following from pre- and pilot testing of the questionnaire, the initial interview schedule was examined in consultation with a knowledgeable respondent whose background was in both library practice and research. Pre-testing consisted of respondent examination of the schedule and general feedback. Pilot testing consisted of the application of the interview schedule in a simulated interview with the same respondent. Feedback resulted in substantive revisions for both language used and reassessment of initial interview focus.

1.6.5 Data Analysis

The unit of analysis for this study is on the individual level: the individual practitioner within public libraries. Subsequent analysis aggregated individuals to determine whether overarching patterns existed. Like data collection, data analysis was segmented. By nature of the adopted design for this project, qualitative data were analysed first, while quantitative data were analysed second.

1.6.5.1 Qualitative Analysis

This research sought to uncover a new understanding of professional identity from public library practitioners. Analysis of the qualitative data adopted an inductive approach informed by the Grounded Theory technique. It must be noted that, given the assumptions this study has already outlined, a pure Grounded Theory method is not appropriate; however, the technique through which to code and grapple with the data is still useful. Such accommodations have been argued to be acceptable, so long as the researcher is both keenly critical and creative (Myers, 2013).

As a technique, Grounded Theory provides a qualitative approach, which is flexible yet systematic, utilizing constant comparison to review data as it is collected, in order to discover theoretical knowledge that is derived from that data (Charmaz, 2014). Interview transcripts were coded according to the technique as outlined by Charmaz (2014). Coding is an important step in inductive methodologies, whereby one defines and creates an analytic account of the data (Charmaz, 2014). This process followed three primary phases:

1. Initial Coding: The researcher remains open to the theoretical possibilities, sticks close to the data, and pulls codes from the data, trying to avoid applying outside codes/notions to the data.
2. Focused Coding: This step is to sort, analyse, and synthesize the data to advance theoretical construction. The researcher is more selective, using the most significant and/or frequently occurring initial codes. Required decisions involve discerning which of the initial codes best fit the emerging framework.
3. Theoretical coding: The researcher conceptualizes relationships among relevant codes. Conceptualized relationships are emergent, integrative, and coherent. This step helps develop the emerging theoretical knowledge.

Nvivo 12, software designed to support the analysis of qualitative data, was used to assist in the coding process. The researcher kept notes throughout the coding process on coding structure and possible relationships among codes. See Appendix 7 for the codebook. It is important to note that the inductive approach, and therefore qualitative data, informed the overall analysis and subsequent interpretation of the quantitative data, as dictated by the mixed methodological model and design adopted.

1.6.5.2 Quantitative Analysis

The second phase of data analysis made use of statistical analysis in order to uncover whether any statistically significant relationships existed within the data. Data were analysed using IBM SPSS Statistics, version 26. Acceptable observations were defined as those whose data were at minimum 75% complete. This phase adopted an exploratory approach to statistical analysis and its relation to qualitatively derived findings. Tests performed included chi-squared test of independence, independent sample t-tests, one-way ANOVA, and relevant nonparametric equivalents. Quantitative analysis uncovered mostly negative results, and therefore was not directly relevant to developing the framework; see Appendix 8 for a brief discussion of quantitative results.

1.6.6 Sampling

Sampling within multimethod studies, similar to mixed methods studies, requires unique considerations (e.g., Brewer & Hunter, 2006; Preissle et al., 2016; Watkins & Gioia, 2015). The sampling procedure and size, along with timing of data collection, weighting data type, and overall nature of mixing, are dependent on type of design the multi or mixed inquiry takes (Brewer & Hunter, 2006; Creswell & Plano Clark, 2007; Morse & Maddox, 2014). This is necessarily influenced by the research questions.

While this study makes use of both quantitative and qualitative data, it utilizes nonprobability sampling. Specifically, purposive sampling was used to identify information rich respondents with relevant expertise (Connaway & Powell, 2010; Pickard, 2013). While not used, snowball sampling would have been a secondary sampling measure if support for response rate and sample size was necessary. A note was included in the invitation to participate to encourage others meeting the inclusion criteria to participate. See Appendix 3 for the invitation to participate.

Efforts were made to coordinate with targeted bodies to highlight this research to the library community and to encourage broad participation from across Aotearoa New Zealand. These included: the Library and Information Association of New Zealand Aotearoa (LIANZA), the major library association of New Zealand; Te Rōpū Whakahau, the national association body for Māori within cultural heritage, communication and systems technologies, and information and library services; Public Libraries of New Zealand, an organization supporting public library access and services throughout the country; and

invitations to participate were posted to NZ-Libs, an email discussion group for library and other relevant services in Aotearoa New Zealand.

Due to the model employed in this study participants were not anonymous, although their data and identities have remained confidential through the entire process and will remain so through institutionally mandated destruction of data no more than five years from the conclusion of this research. The questionnaire included a section for participants to provide identifying information and contact details. Only the researcher had access to this information. This was important in selecting potential respondents. Purposeful selection for this project relied on willing participation. A primary risk to the second phase of data collection was sample sufficiency. Sufficiency must include adequate variance among potential participants, which strongly highlights the need for researcher review in the selection process. Therefore, an aspect was deliberate selection from the total pool of questionnaire respondents in order to ensure maximum variance among participants. The researcher contacted desired participants for invitation for further discussion. If they declined, they were thanked for their time and no longer contacted. They remained in the first phase pool for incentives, however. The closely linked, two-phased nature of this study was communicated clearly in the introductory message inviting participation in the questionnaire.

The sample was composed of practicing public librarians throughout Aotearoa New Zealand. Inclusion criteria for both phases were that respondents must: 1) Work within a public library and 2) Self-identify as a librarian. The rationale for these criteria was that they served well in accentuating respondent self-perception as seen through the Professional Identity Anchors. These criteria maintained focus on those who self-identify as a librarian within a specific library setting, as required for this research. Additionally, this view was adopted in light of the actualities of practice (e.g., Bushing, 1995), wherein entrance into the profession is not necessarily governed by a singular pathway. Credentialization is a relatively modern occurrence for librarianship (Bak, 2002). Therefore, to build a research design which omits those who undertake library practice yet do not possess an external qualification would be a deliberate and unjustifiable bias for the present study. Furthermore, within the Aotearoa New Zealand context, external qualification does not exist only as a Master level degree (Library and Information Association of New Zealand Aotearoa, n.d.). Therefore, in an attempt to obtain insights of significance beyond degree level would imply the inclusion

of those outside of this scheme. Finally, professional registration is both individual and non-compulsory (LIANZA, n.d.). To limit according to professional registration would present the same barrier as limiting sample group by formal educational credentials.

There are two primary criteria for qualitatively oriented sampling: sufficiency and saturation (Connaway & Powell, 2010). Sufficiency is the effort to include representations of all subgroups involved whereas saturation refers to the point when no new insights are derived from the data, allowing for no fixed number of sample size. Sufficiency for this research took into account the following participant characteristics:

- Age, Gender, Education level
- Temporal experience (early, middle, late career)
- Specialty experience (e.g., reference librarian, cataloging librarian, and so on; public services librarian, technical services librarian, and so on)
- Rank experience (e.g., administrative and non-administrative)
- First-career choice, second or more career choice, incidental career choice
- LIANZA individual registration designation
- Credentialization

Connaway and Powell (2010) recommend a larger sample size in studies employing Grounded Theory methodologies, suggesting 15-20 participants (p. 215). Creswell and Plano Clark (2007) recommend 50-60 participants (p. 112). The primary goal of this study necessitated nuanced understanding of groupings within professional practice. The unique design and focus of this study presented an additional consideration with sample size. Therefore, a minimum of 40 participants was sought while balancing saturation beyond this number. Furthermore, this study endeavoured for the widest possible representation within the sample despite the reality of demographic composition.

In order to secure the best possible sample size an incentive and reminder protocol was implemented. The incentives were prize giveaways. For the first phase of the study, the prize was four (4) NZD\$50.00 Prezzy® gift cards, a pre-paid Visa credit card. The second phase incentive was three (3) NZD\$100.00 Prezzy® gift cards. Each were separate pools and random drawings occurred only after respective data collection and analytical phases had ended. A second incentive was implemented due to concerns regarding voluntary participation in follow-up interviews. Fatigue from the first phase may have increased likelihood of abstaining from subsequent participation, thus an increased secondary incentive was intended to mitigate this potential issue. It was decided that the incentive

would be more effective if it took a flexible form, rather than fixing it to a specific retailer. This was an attempt to reduce unintended tension and bias should a specific retailer be perceived in a certain way by respondents.

Reminder communications were sent to respective outlets. These communications included encouragement to take the questionnaire, reminder of the incentive, encouraging others meeting the inclusion criteria to participate, and generally encouraging those interested to either provide contact information within the questionnaire or contact the researcher directly. Reminders were sent out three times, fortnightly apart, from the initial administration in November 2018. The questionnaire closed January 2019. Interviews took place between March and September 2019.

1.6.7 Human Ethics Approval and Informed Consent Procedures

As this research involved human participants, an application for ethical approval was lodged with the Information Management Human Ethics Sub-committee of the School of Information Management, under the auspices of the Human Ethics Committee of the Victoria University of Wellington before any data collection or human participant interaction commenced. Approval for the entire project, under application number 0000027005, was granted 29 November 2018. For the questionnaire, respondents were provided with an information page before moving forward. In the information page, respondents were informed that participation in either or both phases was strictly voluntary; all information was confidential; all data will be destroyed five (5) years after the completion of this study; provision of contact information for follow up interviews was on a voluntary basis only and that its provision was regarded as consent to be contacted if chosen; and completion of the questionnaire was regarded as consent to participate in the questionnaire.

Interview participants were furnished with a physical information sheet (see: Appendix 4), for their records, on the project and the interview phase specifically and a physical informed consent form (see: Appendix 5), to be signed and retained by the researcher, indicating acknowledgement of confidentiality; consent to be interviewed and recorded; and all data will be destroyed five (5) years after the completion of this study. Interview participants were provided with these materials at the start of the interview, before recording or questioning took place. All participants indicated consent.

1.7 Thesis Outline

This thesis includes six chapters. These include the introduction (Chapter 1), four original articles each of which constitutes a chapter (Chapters 2 to 5), and finally a contributions and conclusions chapter (Chapter 6), which address the findings in relation to the research questions of the overall project; contributions to methodology, theory, and practice; and concluding remarks. Chapters 2 to 3 are published articles whose primary intellectual property belongs to the researcher. Necessary permission has been granted to reprint the first article, Chapter 2 (see: Appendix 6). The second article was published in an open-access journal, thus allowing discretionary reprinting as copyright remains with the researcher². Necessary attribution is indicated for both. Chapters 4 and 5 are written in the format of research articles and are presented as unpublished manuscripts. Chapters 4 and 5 are cited according to the American Psychological Association's guidelines for citation of unpublished manuscripts (American Psychological Association, 2020, p. 336)

The first article (Chapter 2) presents a review of the relevant literature on librarian professional identity. As the topic is relatively new, the individual foci of the extant literature are disparate, often examining aspects of this distinct identity. This literature landscape necessitated a holistic approach to examine identity, resulting in a conceptual model of librarian professional identity development. The model guides the examinations presented in chapters 3 through 6.

The second article (Chapter 3) outlines the development of a novel methodological approach. This approach resulted from the combination of the metaphorical approach (Lakoff & Johnson, 1980) and the Critical Incident Technique (Flanagan, 1954). This combination was adopted in the methods used in this research and was informed by the above-mentioned model, as critical incidents play a key role in professional identity development. It established a link between critical incidents impacting professional identity development and world- and self-perception grounded through this identity, as expressed by metaphors.

The third article (Chapter 4) outlines the first set of qualitative results from interviews. Findings demonstrate that practitioners' can identify dominant influences on

² For this and other policies relating to open access and rights of the author outlined by *Information Research*, see: <http://www.informationr.net/ir/about.html>, under *Access Policy*.

their individual perception and perception of their own behavioural; such as whether this dominant influence comes from individual perception or perceptions of others within or outside the profession. These dominant influences feature in identity development over time, demonstrated by behaviour. Moreover, critical incidents prompt a specific identity negotiation process, identified as the Critical Incident Negotiation Process. This article also offers three theoretical propositions relating to the dominant influences on practitioners' perception and the Critical Incident Negotiation Process.

The fourth article (Chapter 5) presents the second set of qualitative results from interviews. Findings demonstrate that librarian professional identity negotiations are grounded in perceptions of profession, through meaning ascribed to the profession and through its manifestations (e.g., professional associations, etc.), respectively; and perception of practice as related to organisational-institutional contexts. Findings further report on the Relational States of Professional Identity (the relational states), which indicate variations of individual affiliation with the profession. The relational states can be understood as a framework outlining librarian professional identity, grounded in perception and mutable over time. This article also offers a theoretical process identified as the Professional Identity Negotiation Framework and six theoretical propositions relating to librarian professional identity, its negotiations, and the Relational States. The thesis concludes by outlining conclusions and the contributions (Chapter 6) of the four articles to library and information science theory, methodology, and practice.

1.8 Statement of Authorship

Regarding authorship of the published materials included in this thesis and referenced in which Cameron M. Pierson is the first author, it should be noted that the researcher, Cameron M. Pierson, was responsible for all study conception(s), design(s), data collection, execution, analysis, write-up, and any and all revisions. The researcher's supervisors, Prof. Anne Goulding and Dr. Jennifer Campbell-Meier, were responsible for feedback appropriate for research undertaken under supervision at Te Herenga Waka - Victoria University of Wellington and copy-editing relevant to inter-language nuances³.

³ For relevant university policy, see: <https://www.wgtn.ac.nz/documents/policy/research-policy/recognition-of-authorship-policy.pdf>

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Chapter 2:

An integrated understanding of librarian professional identity

Chapter 2: An integrated understanding of librarian professional identity

Abstract:

Purpose. The purpose of this paper is to review literature on librarian professional identity to develop a more integrated understanding of this topic.

Methodology. Literature was retrieved and analysed with no date or geographic limit from nine databases on the subject of librarian professional identity. A combination of keywords and database specific controlled language was utilized to increase retrieval, as well as inspection of reference lists. Exclusion criteria were applied.

Findings. The review found fourteen characteristics or themes relevant to librarian professional identity formation and development, understood as process over time. This process is in part defined by benchmark events, such as critical incidents, as well as highly personal aspects, such as perception of these incidents. This review also introduces an original conceptual model of librarian professional identity formation and development.

Research limitations/implications. A limitation of this review was that only English language literature was considered. A further limitation is the omission of works that have not been formally published. Additionally, the model introduced is untested.

Originality/value. By reviewing librarian professional identity literature, this paper offers an integrated understanding of this topic as well as introduces a new, original model to understand the process of librarian professional identity and development. It further offers an examination based on a sociological lens to examine this identity.

2.1 Introduction

For some time it has been said there is a crisis in librarianship. The nature and extent of this crisis has been the focus of various discussions, ranging across the technological, historical, behavioural, and discursive (Bak, 2002; Bennett, 1988; Davis, 2008; Dorner et al., 2017; Harris, 1992; Nelson & Irwin, 2014). This crisis is characterised by an uncertainty regarding institutional definition and fit in society, which can also be understood as uncertainty of the library professional's definition and fit, and therefore their identity. Fundamentally, these discussions articulate the identity of a profession in transition. As contextual and environmental circumstances have changed rapidly in recent decades, increased uncertainty has prompted sense-making efforts (Dorner et al., 2017) in order to address questions of who is and will be the librarian as well as what do librarians do and what will they do in the future.

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At their core, these are questions concerning identity. Attempts to address questions of librarian identity have a history of varied disciplinary influences (Bryan, 1952; Holland, 1997; Johnson et al., 1994; Scherdin, 1994), yet fall short due to little consensus of findings. Professional identity, however, provides a unique lens for a more integrated understanding of the topic, as it presupposes an identity underpinned by a professional context. Any examination of the *librarian*, therefore, cannot be complete without also understanding that this identity is the outcome of professional life, which has influenced the perception of the identity within its context (Whyte, 1956/2002), thus implying a sociological emphasis is key for any such examinations of identity (Lawler, 2014).

This paper reviews the relevant literature examining the professional identity of the librarian without respect to library type or geographic location in order to develop a more integrated understanding of this particular professional identity. It outlines characteristic themes and events of librarian professional identity formation and development, and introduces a conceptual model of the same. As libraries and librarians face an ever changing context, understanding of the practitioner can contribute to understanding the social construction of the institution understood as the library, and therefore how this institution is embedded, interacts, and evolves with the communities it serves.

2.2 Methodology

Literature within library and information science (LIS) relating to librarian professional identity was analysed. A holistic approach was adopted due to the disparate nature of the topic. Therefore, no limitation was set due to library type. Appendix A includes a full list of databases and search strings used within this study. Only search strings which were inspected and yielded results according to the parameters of this study are outlined. A combination of keyword searching and database specific controlled language were used, leveraging differences among resources.

The databases used in this study were chosen based on field specialty, nature of content, and, for some resources, open access. As the databases outlined are concerned with research in the library and information science domain, they were considered the most relevant resources because they represent the discipline in topicality, depth, and breadth

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both theoretically and professionally. The open access resource was chosen in order to compliment resources consulted and extend reach to any other relevant literature as deemed by the criteria of this study.

Exclusion criteria included relevance and language. Relevance was defined as an explicit discussion, either directly or indirectly, related to librarian professional identity or individual aspects (e.g., discursive practice) related to librarian professional identity beyond a brief mention. Content language was limited to English. Additional literature meeting this criteria was inspected, including historical research, and essays, with emphasis on empirical studies.

The search process was iterative. All retrieval language and search strings were saved in a document and each iteration informed the next. Only search strings yielding approximately 1,000 records or less were thoroughly inspected. This document maintained keywords and terms, which were used iteratively over the course of searching. Literature was sorted by the study's definition of relevance into three sub-folders: Primary, Secondary, Tertiary. Digital sources were reviewed in alphabetical order by author surname, descending by folder. All physical sources were reviewed first. A small minority of sources were included based on previous personal knowledge (e.g., Wilson & Halpin, 2006). Inspection of reference lists was performed and additional documents identified through this process were either found through the databases used or open sources.

Once reviewed, key findings were noted and arranged in a concept matrix with associated metadata, using Excel. Resulting data were reviewed for common themes, trends, contradictions, or notable findings contributing to study purpose. An inductive approach was adopted in order to ground conclusions from the literature, rather than affix prior assumptions to the data. No software was used for analysis. A core purpose of this study is to build a more holistic comprehension of the profession's understanding to date of the formation, development, and composition of the librarian professional identity. Therefore, no date limit was considered in reviewing the relevant literature. Active searching began March 2018 and ended in July 2018.

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2.3 Librarian Professional Identity

It should be noted that this review is reflective of the nature of the literature on this topic, and thus more discussion is given to some areas than others. The literature outlines fourteen common characteristics or themes relevant to librarian professional identity. The 14 themes were conceptually identified from the literature using the approach outlined in Methodology. These themes were either recurring throughout the literature, or less frequently mentioned or examined, but considered of significant value to the holistic view of librarian professional identity. Arrangement of these categories is guided by the conceptually recognized process of identity formation and development herein discussed. These categories are:

- Primary identity
- Education & training
- Socialization, which is concurrent throughout development
- Self-claiming
- Early practice
- Professional status, values & associations
- Critical incidents
- Experience & time
- Communication & ascription of meaning to practice
- Identity/place dichotomy
- Transferability
- Blurring
- Later practice
- Perceptions including stereotypes

2.3.1 Primary Identity

Professional identity cannot be understood without the notion of the self outside a profession (Trede et al., 2012). The self can be understood as a distinct, coherent whole from others, although composed of transitory features such as emotions and thoughts (Crocker & Canevello, 2012). The self, for the “normal” person, is unique unto themselves. The sociological perspective, however, offers that the self cannot be understood without its social component. The formation of the self is also due, at least in part, to the dynamic process of interactions with individuals, groups, cultures, and societies, their expectations, norms, and status quo (Lawler, 2014).

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Professional identity is the product of the impact professional life has had on the perception of the identity within its context (Whyte, 1956/2002). This identity refers to the relation of a practitioner's self to a collective occupation, where this relation influences behavioural and discursive actions (Sundin & Hedman, 2009). Such relation can take on varying degrees and in so doing affect such phenomena as information seeking behaviour at least insofar as related to occupational needs. This identity is a person's understanding of who and what they are both within and outside the context of professional practice (Trede et al., 2012). Negotiation of these selves as they interact is an important aspect of the dynamic process of identity formation and development. Professional identity can also be understood as an expression of the identity outside of an occupation (Holland, 1997). An individual's identity(-ies) outside of an occupation provides the foundation for their professional identity (Hussey & Campbell-Meier, 2016; McDonald, 2016; Schneider, 2017).

2.3.2 Education & Training

Librarians often speak of themselves in terms of intentional or accidental librarians, dividing by lines of intention (Smith, 2017). Within librarianship, the most common first step toward identity development is the decision to become a librarian through formal education. It should be noted that this is not the only entry point into the profession (Bak, 2002; Bushing, 1995), though, indicating that training has at least equal value in the developmental process. Entering through formal education, however, outlines the initial phase in defining an identity through the desire to enter the profession, and as such becomes bounded with the pre-existing identity (Sare et al., 2012). This decision also represents personal buy-in to the profession and its influence lasts beyond the formal educative experience. The library degree represents a necessary feature for many in the profession, acting to unify entrants within a common culture (Holley, 2016).

Introduction into the profession, through formal education and social interaction, is a further step in developing the librarian identity (Hussey & Campbell-Meier, 2016; Sare et al., 2012). The first professional socialization is thought to have a greater impact on identity than that of any subsequent professional socialization (Donovan, 2014) and later expressions of identity have been linked to the mission of libraries as they are taught within

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formal education (Garcia, 2011). As such, for the developing identity this phase begins the larger socialization process, which continues the definition process (Croxton, 2015; Hussey & Campbell-Meier, 2016). This includes the negotiation of the pre-existing identity with the forming professional identity, professional values, the content of formal education, and interactions with others inside and outside the library school experience.

Products of socialization can also be understood as the endowment of a profession's social inheritance, both positive and negative. The socialization process can provide the ability to claim an identity (Croxton, 2015), to self-visualize within the profession when linking theory and practice (Hoffman, 2014), and pass down values from previous generations who helped to shape the current state of the profession (Preer, 2004). This social inheritance, however, can help promulgate historic professional issues such as competing understandings within librarianship of how professional status is achieved and maintained (Bak, 2002; Campbell-Meier & Hussey, 2018).

Nevertheless, the combination of education and/or training and socialization provides a basis by which to internalize the profession. In this introductory time, personal perceptions, including estimation of status, increase (Cherry et al., 2011). Developed perceptions can also include biases regarding status of specializations with relation to each other, e.g., librarians, archivists, information scientists. Such perception development indicates a form of internalized identification, and thus evidence of a growing professional identity.

2.3.3 Self-Claiming

In order for a professional identity to form and develop, there is an aspect that is incumbent upon the individual to claim and develop for themselves. Therefore, a portion of it must be self-claimed (Bak, 2002; Cravey, 1991; Croxton, 2015; Fraser-Arnott, 2016). In order to do so, however, there must be sufficient impetus which prompts personal belief in and acceptance of the profession, its values, missions, goals, responsibilities, culture, and so on (Bak, 2002; Bossaller et al., 2017; Fraser-Arnott, 2016, 2017a; Kaatrakoski & Lahikainen, 2016; Marshall et al., 2009; Sare et al., 2012).

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For example, some have argued that a central aspect of the profession is its systems of ethics and that an aspect therein is to assist in the distinction between personal views and professional obligations (Preer, 2006). Such assistance requires the profession, either through education or practice, to explicitly outline its systems of acceptable behaviour and duties. It is, therefore, equally a requirement of the practitioner to willingly recognize, understand, and accept these behaviours and duties as a part of their practice as a librarian. Incorporation of these aspects indicates a personal adoption of a framework identity. Any variation of adoption would further highlight its personal nature, e.g., interpretation of ethical guidelines or association membership.

2.3.4 Early Practice

Beginning to practice is a pivotal time for the professional identity. While library school, initial training, and the socialization therein help to negotiate and define a nascent identity, it is in the early years of practice where further internalization and renegotiating this identity begins (Sare et al., 2012). Perceptions from education and/or training are challenged by the expectations and perceptions of the work, which requires an assessment and reevaluation of that work. It is here where the next phase of socialization takes place, further serving to shape and define the identity of the practitioner through their own perception. Generally this will be accompanied with a significant definition period, wherein the practitioner assesses the work environment, the work undertaken, and their place within its context. If the identity is adapted, further negotiations of identity focus on orientation into this context and how it is separate from others (Sare et al., 2012, pp. 193-197).

Early practice acts as a series of refinements for an identity modelled in the initial education/training phase (Sare et al., 2012). In the act of undertaking practice and encountering the realities of it, the renegotiated identity is further internalized and bounded with the primary identity. In addition to defining how the self is separate from others, the practitioner will work to define and understand the nature of the work and how it compares to other professions. This definition of perception also illustrates how

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practitioners relate to other identities within practice, therefore establishing and accessing a shared identity.

2.3.5 Professional Status, Values, & Associations

Status can be linked to identity which is heavily influenced by local conditions; for example, status through faculty designation or provision of tenure for academic librarians (Freedman, 2014). For many within academic librarianship, faculty status provides legitimization, enhancing professional identity (Welch & Mozenter, 2006, p. 164). More broadly, this highlights what recognition through status can provide for an individual, their identity, and a profession at large.

Socialization develops individual perception of a profession's status, although in librarianship recognition of outsider perception is generally maintained, especially when compared with other professions (Cherry et al., 2011). Furthermore, advocacy is a key activity and aspect of professional identity for librarians (Hicks, 2016a). It can be undertaken individually and collectively through professional associations. Individually, advocacy leverages professional status through skills and expertise to highlight professional values and the value of the librarian for their community (Hicks, 2016a), serving to reinforce and elevate status. Librarians will often use professional activities, standards, and values as a way to define their identities and the profession (Garcia, 2011, p. 137). The values of a profession are initially adopted through early socialization, becoming a part of professional identity (Croxtton, 2015).

A Foucauldian mode of thought provides for the ability to craft professional identity according to personal principles (Wise, 2012). Professional ethics in librarianship notwithstanding, this suggests professional identities share a degree of homogeneity through shared principles (e.g., values), yet heterogeneity presents through variance of internalization. Intended and practical application of practice bear on the professional identity; despite the same education, librarians working in different subsectors may not share the same identity, even if fundamental principles are shared.

Professional culture, including values and internal recognition of status, are often exhibited and developed by association bodies (Preer, 2006). Associations provide a mechanism by

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which professional communication can take place (Bak, 2002). They also offer access to a collective, and therefore a shared identity. Actions taken by associations, which is the leveraging of the collective representation of the profession within a location and time, can set the tone, shape values, and alter the course of the profession into the future (Preer, 2004), thereby altering shared professional identity.

2.3.6 Critical Incidents

While not necessarily temporally fixed within the overall process of identity formation and development, critical incidents are significant factors (Duckett, 2001; Frye, 2018; Linton, 2016). Such incidents can impact professional effectiveness, respect, confidence, and leadership capabilities. Not only does an individual bring their extant identity with them into each new experience, but those new experiences in turn inform their identity, either by reinforcing it as it is, developing it in some new way, or aspects of both (Duckett, 2001). When such incidents occur early within development, whether positive or negative, they can have long-term effects, acting as an indelible impression on the identity development process (Frye, 2018). This is especially pertinent for librarians, as the majority of libraries are situated within a parent institution. Interaction with other professional identities is not uncommon.

However, critical incidents can serve to reinforce, enhance, or contribute to the development of a new identity (Linton, 2016). Fundamentally, how such an incident is perceived is what determines its effect on identity. For example, librarians brought into curriculum development reported a number of outcomes for their respective identities, some suggesting such activities were already a part of their identity, while others speaking to a move toward an educator's identity (Linton, 2016, pp. 427-428). Yet, tension between roles can be recognized, and therefore initiate the renegotiation process. Additionally, some may reject the notion of a new identity role due to the perception that such participation or collaboration is already an aspect of their professional identity. This indicates individual perception as an entry point of identity negotiations.

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2.3.7 Experience & Time

The experience of practice over time precipitates the negotiation and renegotiation of identity (Sare & Bales, 2014; Sare et al., 2012). Thus, the more time spent within the experience of practice provides depth to professional identity as well as acting to solidify aspects perceived to be fundamental (Bossaller et al., 2017; Croxton, 2015; Sare & Bales, 2014). An individual develops an increasingly personalized professional identity over the course of their career (Fraser-Arnott, 2017b, 2018). This is further complicated when considering change of social climate over time and its impact on the expression of identity from early to late career (Schneider, 2017, pp. 106-107).

Time is often used as a linguistic device to index events over the course of a professional career (Bossaller et al., 2017), to frame quotidian practice (Hicks & Schindel, 2016), and broadly, can be seen to frame the context of a profession (Preer, 2004, 2006). Furthermore, the more time spent within a profession implies a greater potential for encountering changes in tools used (Hicks, 2014b) and professional expectation (Austin & Bhandol, 2013). As professional identity becomes increasingly personalized over time, tension can result if the identity is no longer perceived to align well with the profession (Fraser-Arnott, 2017b, 2018). However, prolonged exposure to persistent professional change can also condition practitioners to become accustomed to and participate in it (Sare & Bales, 2014). This again suggests that perception of profession and identity informs the products thereof.

2.3.8 Communication & Ascription of Meaning to Practice

Librarianship can be understood as that which defines the practice and the linguistic expressions thereof, outlining the meaning given to it and therefore the sensemaking process of a collective (Bennett, 1988; Garcia, 2011; Hicks, 2014a, 2014b, 2016a, 2016b; Wise, 2012). Practicing authentic tasks and duties of the profession centres the practitioner within an act understood to be truly 'librarian', the values of the profession, and the knowledge that others throughout the world would likely be doing the same or similar (Garcia, 2011). The communication of professional purview among practitioners also contributes to its constitution (Bennett, 1988). This form of professional constitution implies

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changes according to generation and also suggests that as digital technology expedites communication among global communities, those with access and the inclination to participate in professional culture through this medium would veer closer toward homogeneity than those without such access or inclination.

Professional practice is an expression of identity (Hicks, 2014a; Holland, 1997), yet if librarianship is co-constructed between librarians and users (Hicks, 2014a), this implies outward perception bears on professional identity as well. Advocacy itself is the use of meaning leveraged through language to communicate the value of the library-as-institution through the expertise of the librarian (Hicks, 2016a). In so doing, the reception of the advocacy and the act of making it a central link to identity serves to challenge both community and personal perceptions, including the librarian's. On a grand level, librarians can be seen to have interpretive repertoires used to construct their identities, linked to the themes of service, professionalism, change, library-as-place, and insider/outsider dynamic (Hicks, 2014a, p. 257).

Service is the core repertoire by which all others are tightly connected. Broadly conceived, service is a range of professional activities from interpersonal assistance to participation in associations (Hicks, 2014a). Librarians serve the needs of the community within the context of the library. They are and become professionals in order to serve. They adapt to change in order to continue serving and they serve from the basis of the library-as-place, embodying the attributes therein (e.g., a personified catalogue of information). Additionally, librarians serve as insiders, having unique knowledge of information systems and technology, which they bring to those in need, the outsiders. Conversely, librarians may often find themselves as outsiders due to a lack of status from the insiders, the general public. Therefore, a librarian's practice is service and they derive their identity through their practice. Changes in the tools used for practice, however, can act to influence this identity (Hicks, 2014b; Preer, 2006).

2.3.9 Identity/Place Dichotomy

Local conditions can impact identification within a profession (Ahmed, 2012; Bak, 2002; Freedman, 2014; Greyson et al., 2013; Hansson, 2010; Hicks, 2016b; Pate et al., 2009;

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Stauffer, 2014). For example, there is a positive correlation between organizational identification and workgroup or professional affinity (Pate et al., 2009), underscoring the relationship between social identity and organizational identification where conflicting internal identities may result in lower identification.

The place where a librarian practices provides a mechanism to create a localized version of their professional identity (Hicks, 2016b), due to the established norms of individual institutions, contexts, and work roles (Freedman, 2014; Greyson et al., 2013). Professional norms, associations, and socialization serve as a binding agent a practitioner is potentially able to access and thus find mutual understanding within common practice regardless of local contextuality (Bak, 2002; Garcia, 2011; Holley, 2016; Preer, 2004). This duality can also be framed within the emergent identity as technology influences practice. For example, the notion of Librarian 2.0 is based in the traditional values of librarianship, yet influenced by the new tools used to conduct professional practice (Huvila et al., 2013). The Librarian 2.0 is less defined by their collection and more by their activities and interactions, suggesting heightened searching capabilities and greater expectation of personal knowledge if a physical collection is resituated within the context of practice.

This duality is juxtaposed against a tendency to link professional identity to the library-as-place. This tendency is a phenomenon within librarianship (Fraser-Arnott, 2017a, 2018; Hicks, 2016b), though it is not universal (Greyson et al., 2013; Mon, 2012). Library school graduates working outside library roles have been known to adjust their outward identification according to how they would be perceived, indicating the profession is largely still perceived as being practiced within the physical library (Fraser-Arnott, 2017a). This dynamic indicates that perception influences behaviour and suggests that perception of the position the physical place holds for an identity is key to the role the physical place will have in the expression and understanding of that identity (Greyson et al., 2013; Hicks, 2016b).

Furthermore, librarians undertaking professional practice in digital environments, such as Second Life, may use traditional or stereotypical representations of personal and environmental appearance in order to convey legitimacy, status, and identity (Mon, 2012). Many librarians in this digital environment illustrate a kind of paradox, wherein they leverage stereotypical representations to engage in practice. This example accentuates the real life phenomenon of some librarians tying their identity to place.

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Change in the profession thus is a change in the identity practitioners derive from it (Stauffer, 2014). As the composition of the people in the profession changes, so do aspects of professional identity. Yet, imposition of outside changes can represent a challenge to the identity contemporaneously constructed, which is often derived from the local community served. Thus, resistance to change can be understood as a resistance to an "alien identity" (Stauffer, 2014, p. 268), which challenges the identity derived from the profession as its practiced in a particular region.

2.3.10 Transferability

Those who leave librarianship do not necessarily cease identifying as a librarian, suggesting that the developed identity is transferable to some extent (Fraser-Arnott, 2016, 2017a, 2018; Marshall et al., 2009; Mon, 2012). There are a variety of manifestations of this transferability, however. Four tendencies outline the outward identification of those working outside the library as: always identify, sometimes identify, never identify, and personally identify but feel current role is not as a librarian (Fraser-Arnott, 2017a, pp. 197-202).

This multitude illustrates several things. First, the decision of how to label the self is an important aspect of professional identity as it is an expression of it. Second, awareness of outside perception (e.g., negative stereotypes) influences behaviour. Third, delineation of identification among these groups highlights the adaptability of identity. Some may take on multiple identities or harbour multiple distinctions within a larger identity.

Fourth, those who express never identifying as librarians do so because they report not feeling an affiliation with librarianship, nor that they would be accepted within the library community. This indicates unsuccessful personal buy-in, and that socialization within library school and instillation of professional values fails in some cases. Additionally, respondents report only having an interest in the transferable skills obtained in library school and the perception of a range of employment options, indicating perhaps a mutual failure to establish any such librarian identity. Furthermore, there is the suggestion that identity is transferable over medium, highlighting content and interpersonal interaction over channel (Hussey & Campbell-Meier, 2016; Mon, 2012).

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2.3.11 Blurring

Whereas some identities are transferable, others are more apt to blur (Branch-Meuller & de Groot, 2016; Greyson et al., 2013; Kaatrakoski & Lahikainen, 2016; Linton, 2016; Perini, 2016; Wilson & Halpin, 2006). An identity blurs when it is perceived to be developing toward a state that is different enough to call into question the pre-existing professional identity (Greyson et al., 2013, p. 292). Blurring may be common when a librarian's duties include multifaceted roles (Julien & Genuis, 2011; Wheeler & McKinney, 2015). Teacher-librarians in particular highlight identity shifts or transitions where different identities being created are understood to be a dynamic process (Branch-Meuller & de Groot, 2016). The conceptualization of a hybrid-identity is used as the educator role coincides with and is eventually embedded within the librarian identity. This example highlights both a shift as well as a co-habitation of identities, eventually forming a new identity. This further suggests that blurring is dependent on the duration of the liminal state or the particular context of local conditions.

For example, some argue academic librarians are blended professionals, as their abilities and foci are multifaceted in nature (Perini, 2016) and are increasingly finding themselves balancing between several identities (e.g., research, administration) (Kaatrakoski & Lahikainen, 2016). Thus, when blurring within a work unit presents in variable terms, such as some librarians identifying more as researchers than librarians, this can serve to undermine unit cohesion, morale, or distort the mission of the library. It is suggested that blurring can undermine perception of, or organizational emphasis on, professional status (Wilson & Halpin, 2006).

The notion of "stretched identities" (Linton, 2016, p. 428) outlines that the initial professional identity is not abandoned, rather pushed to encompass something more or different than that which had existed previously. This conceptualization suggests that the blurring of identity can be expected to happen when it is challenged or pushed to adapt or change in some way perceived not to be already a part of the understood identity.

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2.3.12 Later Practice

Self-awareness, cognitive flexibility, and accommodation of uncertainty are common for experienced librarians (Sare & Bales, 2014). Perspective is enhanced, wherein perceptions from earlier practice fall away, while others are made clearer. Experience, time, and dialog, both receiving and providing, help to shape, solidify, and clarify the professional identity. Moreover, the nature of change is more readily accommodated, both as occurring and being precipitated by librarians. Experience over time allows for the ability to approach the profession and its practice holistically, rather than from a singular perspective. The ability to re-orient the self becomes habitual to the point of being embedded within the identity, due to the perpetual nature of change in librarianship. This dynamic implies a professional orientation toward pragmatic practice thereby influencing professional identity. It additionally reinforces the notion that identity is dynamically constructed by environment, context, and time. It can be assumed that experienced librarians possess what can be termed as a mature professional identity.

2.3.13 Perceptions including Stereotypes

When socialization within LIS actively grapples with representations of librarians in popular culture, professional identity is positioned within a relationship to these perceptions, either working with or struggling against them (Wilkins-Jordan & Hussey, 2014). This implies that outward perception, including stereotypes, contributes to the librarian professional identity, acting as a point against which the librarian identity is anchored (Cherry et al., 2011; Fraser-Arnott, 2018; Nelson, 2011; Pagowsky & Rigby, 2014; Polger & Okamoto, 2010; Wilson, 1982). Variation of outward perception implies various ways to establish legitimacy, and therefore service, a core professional behaviour and hallmark of librarian professional identity (Garcia, 2011; Hicks, 2014a; Nelson, 2011). Stereotypes can be internalized and therefore influence self-perception of professional identity (Cravey, 1991; Walter, 2008). Librarians are known to have insecurity regarding stereotypes and misconceptions held by the public (Garcia, 2011). Recognition of stereotypes can influence behaviour and self-identification (Fraser-Arnott, 2017a, 2018), and librarians interact with these stereotypes through advocacy (Hicks, 2016a). Digital

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spaces challenge this dynamic, however, as stereotypical representations of environment and personal appearance can be leveraged in order to convey legitimacy (Mon, 2012).

Social stereotypes also influence perception of the profession and practitioner (Harris, 1992; McDonald, 2016, p. 52; Schneider, 2017). Stereotypes play a role in personal and professional identity, suggesting that there are variations of experience with them. This dynamic implies that if stereotypes inform the professional and primary identity, their interaction with each other also informs the professional identity. Thus, the librarian professional identity necessarily includes an awareness and a requirement to counter such popular misconceptions (Preer, 2006).

2.4 Discussion

2.4.1 Librarian Professional Identity Continuum

When understood as a unified whole, the process of librarian identity can be understood as a continuum of formation and continued development over time. Read from left to right, Figure 2.1 illustrates this process. Mode of entry is the manner in which a practitioner enters the profession. Multiple nodes reflects the various ways librarianship may allow, either through formal education or more direct circumstances (e.g., Bushing, 1995). The path of entry leads into professional practice, represented as the core running through the continuum. The identity is encircled by the Professional Identity Anchors (discussed below) which act as a bounding mechanism of the identity which is connected to practice. Each influence the identity in various ways.

The professional identity itself rests between the Anchors and practice, negotiating and renegotiating some relationship among them. Also represented are critical incidents, as a diamond, and blurring, as a chevron. It is important to note that critical incidents are not temporally fixed events. Many or few may occur at any point within the developmental process. Blurring, the state of opaque identity understanding, as it is depicted here would suggest a realignment with identity understanding. When this is not the case, some degree of transferability of identity may happen (e.g., Fraser-Arnott, 2017a), implying the cessation of this model as it relates to practicing librarian identity. While the arrangement of the Anchors would suggest isolation, this model conceptualizes various interactions. For

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example, outside perception can be influenced by temporal contextuality, both influencing individual perception which is further buttressed by the nature of socialization (Bak, 2002). Outside of the primary identity, there are three principal facets which constitute the Librarian Professional Identity Continuum. A facet in this model can be understood as a constituent, interrelated part of a composite whole. Each facet is defined by a feature of the identity process and contributes to the overall nature of the process.

2.4.1.1 Constant Facets

These facets can be held as constant as they are throughout the practice of librarianship. They can provide stimuli for the renegotiation process, but ultimately do not change. These are the practice of librarianship, and time-as-an-immutable-property of life. Time cannot be manipulated by human intervention. Practice of librarianship is as old as antiquity (Rubin, 2008) and certain aspects of practice are fundamental and are shared throughout the world (Das & Chakraborty, 2014; Garcia, 2011), regardless of the changes seen within the profession or the means by which to achieve these fundamental aspects.

2.4.1.2 Differing Facets

These facets differ among individuals and are mode of entrance into the profession, critical incidents, and blurring. These provide stimuli which may prompt the renegotiation process, yet they are the experience of specific events and therefore do not provide a bounding framework for continuous effect. Such facets can occur at any time and their effects rest within the Bounding Facets.

2.4.1.3 Bounding Facets

Bounding Facets bound the identity to the elements thus far outlined. The Anchors encircle the professional identity which is connected to practice itself. The identity negotiates some balance between practice and the Anchors. This balance, or lack thereof, may be reassessed as the renegotiation process transpires over time. These facets are the Professional Identity Anchors of the librarian: contextuality, socialization, outside perception including stereotypes, and individual perception including stereotypes.

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Contextuality defines the circumstances of practice and the practitioners. This anchor is in part demographic data, e.g., sex/gender, age, years undertaking practice. It also encompasses such aspects as library type, era in which practice is undertaken, cultural considerations, previous professional experience, and inherited context, such as historic professional or local conditions and orientations.

Socialization is the process in which professional norms and expectations, such as missions, values, behaviours, and ethics, are internalized through social interaction. This anchor is indicative of the social interaction between an individual and others in the profession, such as in everyday practice, and the profession on a large scale, such as participation in the affairs of a professional association.

Outside perception is the view of society in reference to the practitioner and the profession within a cultural and temporal framework. This anchor includes stereotypes, a manifestation of perception. Society can be understood here as any individual or collective who is not a practitioner within librarianship.

Individual perception is the view of the individual practitioner within a cultural and temporal framework. These perceptions may include perception of outside perception, other practitioners, the profession, and the self within these contexts. This anchor also includes stereotypes. This anchor encompasses the individual, understood as a practitioner within the profession.

2.4.2 Analysis

Defining identity through practice is apparent when understanding professional identity (Hicks, 2014a; Holland, 1997; Preer, 2006; Sare & Bales, 2014; Sare et al., 2012) although, this implies that if the tools to execute the work change, then professional identity, at least in part, would also change. This also suggests that identity would be contextualised to some extent among the various library types, times, and regions (Freedman, 2014; Smith, 2017).

The literature indicates that there are certain benchmark events (Frye, 2018) or hallmark conditions (e.g., self-claiming), which, while not necessarily occurring at a uniform time or manner for practitioners, are all the same expected to occur in librarian professional

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identity formation and continued development. As this review has also demonstrated, however, there is a substantial personal aspect to the ongoing negotiations of identity. This indicates that personal and local contextuality, especially over time and change, are variables which necessitate the on-going negotiations of identity. In essence, there are aspects which cannot be easily quantified. Within librarianship, what could be conceived of as professional identity could be composed of multiple identities rather than a singular conceptualization. Therefore negotiation of identity is the negotiation of multiple identities within a greater whole of professional identity (e.g., Linton, 2016; Wheeler & McKinney, 2015). As an example, consider the librarian-as-teacher. A librarian is already a person composed of a primary identity within the context of a particular profession with common values, standards, and so on. In performing duties as a teacher, however, there are various responses to this identity which can be seen as varying ways in which to accommodate multiple identities within the greater context of the librarian professional identity (Austin & Bhandol, 2013; Wheeler & McKinney, 2015).

There is emphasis placed on status as it relates to identity (Cherry et al., 2011; Freedman, 2014; Hicks, 2014a, 2016a; Perini, 2016; Welch & Mozenter, 2006; Wilson & Halpin, 2006; Wilson, 1982). Pursuit for status has been a historic endeavour for librarianship (Preer, 2004, 2006) and outside perception of the profession influences status (Wilson, 1982). The assumption the literature presents is that higher status is not only deserved, but will contribute to a healthy identity and that decreased status ought to be fought and contributes to an insecure professional identity. Perhaps the preoccupation of status is not uncommon for professions perceiving to lack it.

Professional identity is informed, at least in part, by practitioner perception as well as outside perception of the profession and practitioner (e.g., Bennett, 1988; Fraser-Arnott, 2017a; Hicks, 2014a; Sare et al., 2012; Wilson, 1982). If an aspect is not perceived to be a part of or complimentary to the individual's librarian identity, it will cause tension for the identity (Austin & Bhandol, 2013; Branch-Meuller & de Groot, 2016; Fraser-Arnott, 2017b, 2018; Julien & Genuis, 2011; Nelson, 2011; Wheeler & McKinney, 2015). Some may take on roles without necessarily taking on a new identity (Fraser-Arnott, 2017a; Wheeler & McKinney, 2015) while others may begin renegotiation (Kaatrakoski & Lahikainen, 2016; Wilson & Halpin, 2006). Such renegotiation can then lead to identification away from the

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profession or an identity which accommodates these varying aspects. The identity during the renegotiation process can be referred to as blurred identity, and will largely stay blurred until a context dependent resolution is achieved. This reiterates the importance of perception, as it is an entry point for identity negotiations and informs its outcomes.

The implication underlying the literature thus far is that as renegotiation is a feature of professional identity over the whole course of it, almost all aspects here outlined (e.g., personal buy-in, perceptions, values) would thus be subject to renegotiation within the self as it develops over time, experience, and practice (Sare & Bales, 2014; Sare et al., 2012). The extent of renegotiation would then rely on the security a practitioner has in their identity, the circumstances which precipitate the renegotiation, the severity thereof, any related previous experience, and any other relevant aspect or stimuli within the context.

2.5 Limitations & Future Research

Certain limitations must be acknowledged. Studies offering empirical evidence of librarian professional identity are relatively recent. Therefore, this discussion and model is limited by what is yet unknown. Moreover, this discussion presents a conceptualized model derived from the English language literature. The emphasis on English omits any other relevant discussion which could have contributed to understanding of the topic. While reflective of what exists within these parameters, this study does not incorporate that which has not been formally published on the topic, nor that which was absent in the resources utilized during active searching. Further limitations include the omission of LIS literature from critical, feminist, or political-economic perspectives as they relate to professional identity as well as literature on the sociology of occupations. Future examinations could include this literature to the discussion given here. Also, as the analytical approach was inductive, this study omitted consideration of established models from related disciplines. This limitation provides ample opportunity for comparative analysis in future studies. Furthermore, the model itself requires further testing in order to understand the extent of its applicability or any other, as yet unknown, elements which may not be incorporated.

Future research could also test the suitability and applicability of the model and its Anchors. Specifically, due to the holistic approach adopted in this study, future research

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could also test if variations exist among practitioners in different library types or other relevant variables. Other opportunities lie in examination of the Anchors and their individual and collective effects on the identity within this model. Additional research would also benefit from examination of general societal perception and its interplay with librarian identity negotiation.

2.6 Conclusion

This paper presents a comprehensive understanding of the professional identity of the librarian, necessitating a repositioning to a sociological lens by which to examine this identity (Lawler, 2014; Whyte, 1956/2002). Fourteen characteristic themes and events in the formation and development of the librarian professional identity are outlined. Accordingly, this work introduces the Librarian Professional Identity Continuum, a conceptual model by which to understand the process of librarian professional identity. It also attempts to establish certain benchmarks and hallmark conditions which, while not necessarily occurring in a fixed manner, are present in this professional context. This study highlights that professional identity has a highly personal aspect which, in addition to contextual variables, influences the ongoing negotiation process of identity. Additionally, it highlights that questions of status and stereotypes not only persist, but also act to influence the perception of professional identity, indicating both practitioner and societal perceptions. Perception acts as an entry point to identity negotiation. Therefore, renegotiation is a key aspect inherent in the process of identity and over the course of a career.

Overall, continued exploration of the librarian professional identity offers great potential for future professional steps and a more nuanced understanding of the practitioner working in a time characterized by rapid and persistent change. Such explorations contribute to understandings of the composition of the library as a social institution, and therefore its construction and interaction with the communities it serves.

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2.8 Appendix A

Library and Information Science Abstracts (LISA), Library Science Database (ProQuest), & ProQuest Dissertations & Theses Global

librar* AND professional identity NOT archive* OR information behavior

Library, Information Science and Technology Abstracts (LISTA), Library Literature and Information Science Full Text (H.W. Wilson), & Library Literature and Information Science Retrospective (H. W. Wilson)

librar* AND professional identity

Australian Library and Information Science (ALISA)

librar* AND professional identity

Scopus

librar* AND professional identity

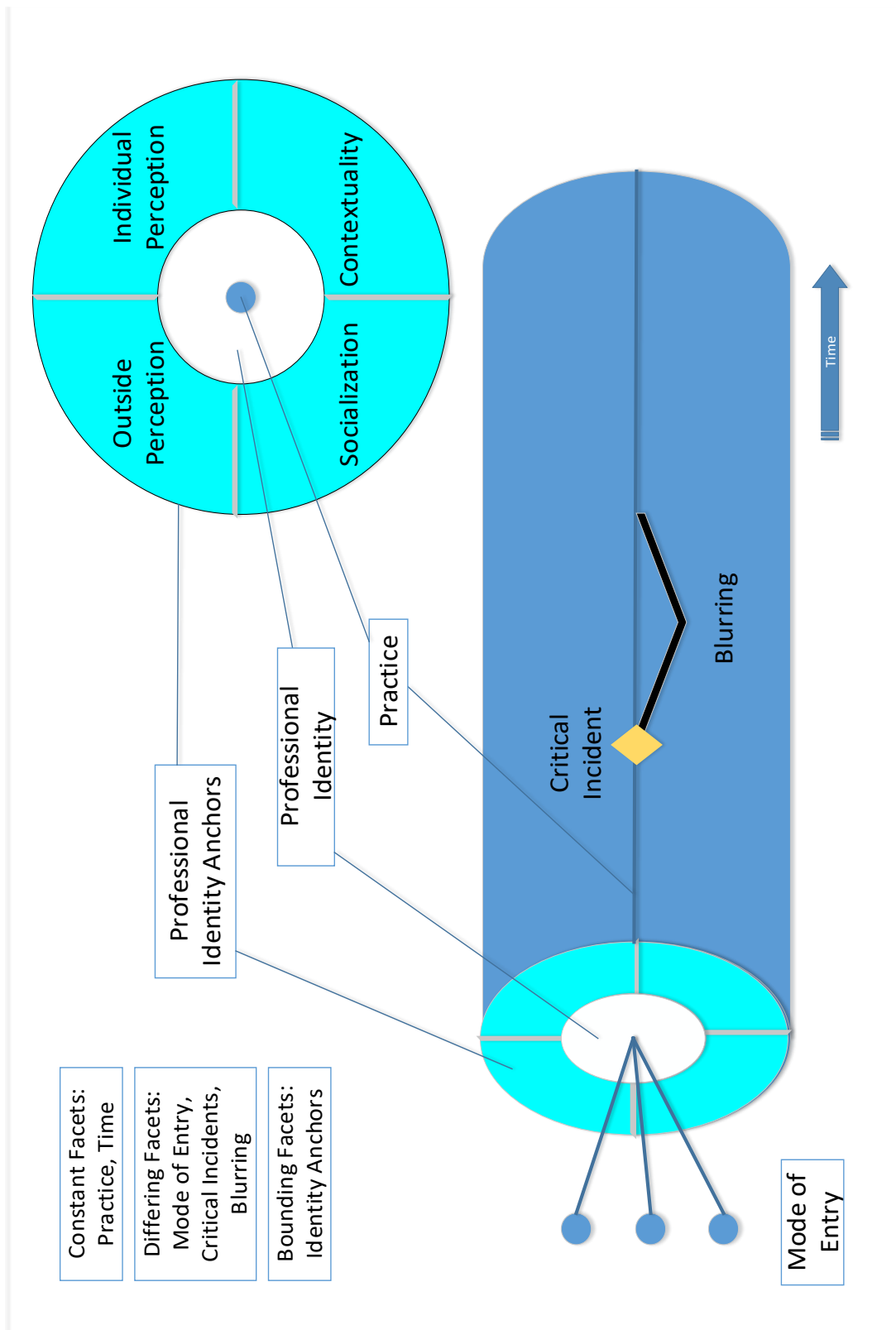
Google Scholar

Librarian professional identity

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Figure 2.1

Librarian Professional Identity Continuum



Chapter 3:

Metaphors and critical incidents:

Introduction to a methodological
approach derived from expressions of
librarian professional identity

Chapter 3: Metaphors and critical incidents: introduction to a methodological approach derived from expressions of librarian professional identity

Cameron M. Pierson, Anne Goulding, and Jennifer Campbell-Meier

Abstract

Introduction. This paper introduces the metaphorical-critical incident technique where elicitation of metaphors is combined with the critical incident technique to study public librarians' professional identity. A new methodological analytical framework is presented to elicit conceptualisations of professional identity and to derive meaning from them.

Method. A questionnaire was administered online to public librarians in New Zealand. The combined elicitation of metaphors and critical incidents were the only substantive open-ended questions and responses were optional. Only complete responses to all open-ended questions were analysed

Analysis. Qualitative analyses were conducted on the metaphors and critical incidents data. The study employed an inductive approach in analysing the responses to the questions eliciting metaphors and critical incidents. Excel was used to arrange notations from the content analysis.

Results. Findings support an integrative analytical framework for the joint analysis of metaphors and critical incidents, accommodating a variety of analytical foci. Critical incidents tended to be key data points, providing reasoning for the worldview presented in metaphors.

Conclusions. Results indicate a viable methodological and analytical approach. Mutual support can be established between metaphors and critical incidents in the analytical framework. This approach establishes a link between worldview as expressed by metaphors and critical incidents and their meanings.

3.1 Introduction

Social, technological, and professional changes in recent decades have called into question what it is to be a librarian as the nature of information mediation is continuously evolving. The dynamic relationship between patron, library, and librarian continues to change, in no small part due to information and communication technologies (Nelson & Irwin, 2014). While the so-called crisis in librarianship has been the focus of various discussions with differing emphases (e.g., Bak, 2002; Bennett, 1988; Harris, 1992), at their core is the issue of identity. Professional identity, therefore, can serve as an indicator of institutional interaction with society, since perception of identity influences discourse and behaviour (Sundin & Hedman, 2009). Understanding of professional identity can account for how service delivery can influence outside perception of the practitioner and the library-as-institution (Peters, 2013). Better understanding of how professionals perceive their identity is of significant value in discussions concerning the place of the library in 21st century society and beyond.

Isolating identity, however, is difficult because it is a complex, often contradictory, construct. A promising approach for exploring identity lies with the combination of two methods: elicitation of individual metaphors of perception of the profession and the self within it, and the critical incident technique. This combination provides the potential for extended analysis; the description of critical incidents can provide further context, and suggested reasoning, for the implicit and explicit worldviews presented by elicited metaphors. Where metaphors may seem inconsistent, the addition of critical incidents extends analytical capacity.

This paper reports on the combined metaphorical-critical incident technique (MCIT), a new methodological approach. This approach is illustrated using selected findings from a questionnaire of public librarians' professional identity employing a metaphorical approach in combination with the critical incident technique. Results indicate that metaphors and critical incidents can be analysed together to support one another, providing suggested reasoning for and further depth to participant responses. The emerging framework provides a powerful new tool by which to examine professional identity.

3.2 Literature review

The literature review begins by discussing the construct of professional identity and its relation to librarians. Next, it discusses previous methodologies used to examine librarian professional identity and the parent methodologies of the approach outlined in this paper.

3.2.1 Professional identity

A person's pre-existing identity forms the basis of their professional identity (Sundin & Hedman, 2009; Trede et al., 2012). Professional identity is the product of the impact the organizational and/or professional life has had on one's understanding of self within those contexts (Whyte, 1956/2002). Behaviour and discourse in the professional environment are influenced by this identity, resulting from the varying levels of personal affiliation with a collective (Sundin & Hedman, 2009). While perceptions of self are influenced by the professional context, such perceptions also contribute to the construction of professional influences (e.g., social practices). Practitioners therefore perceive, interact with, and create certain contextualities (Sundin & Johannisson, 2005). Participation through various forms of communication within the profession acts both to reinforce the collective conceptualization

of a shared identity and contribute to its creation (Sundin & Johannisson, 2005, pp. 38-39). Professional identity includes negotiation over time between one's perception of pre-existing and professional identity relative to professional and social influences (Wise, 2012). Professional identity presupposes a sociological underpinning of identity where social influences contribute to its development (Pierson et al., 2019). This dynamic underscores the importance of meaning creation through individual perception, informing professional identity.

3.2.2 Librarian professional identity

Deciding to pursue librarianship is the first step in binding the librarian professional identity to the pre-existing identity (Sare et al., 2012). Professional practice contributes to the definition of a professional identity and its differentiation from other practitioners and professions (Sare & Bales, 2014; Sare et al., 2012). Equally, professional associations provide access to a common identity and culture (Preer, 2006), which are incorporated to varying degrees by the individual.

Whether positive or negative, critical incidents related to professional identity development can occur at any time in professional practice and can fundamentally influence the developmental process (Frye, 2018). The local context of practice also influences the individual construction of identity (Hicks, 2016b). The conceptualisation of librarianship as a co-constructed relationship between patron and librarian (Hicks, 2014a) indicates that perception of individuals and communities outside of the profession (e.g., through stereotypes) plays a role in identity construction (e.g., Pagowsky & Rigby, 2014). Importantly, however, individual practitioner perception is key to how identity negotiation occurs over time (Sare & Bales, 2014). Over the course of their career, a practitioner's identity becomes increasingly personalised (Fraser-Arnott, 2017b). For the purpose of this paper, librarian professional identity is defined using Whyte's (1956/2002) conceptualisation. This includes emphasis of the impact of critical incidents on identity development and that perception of this impact informs the course of identity development. This perception additionally influences self- and worldview and is bounded by the dynamics of the Librarian Professional Identity Continuum model developed by the authors (Pierson et al., 2019).

This model reflects the importance of critical incidents on subsequent professional identity development. For example, their influence may reinforce or develop professional identity or contribute to the formation of a new professional identity. Librarian professional identity is additionally bounded by four aspects, the *professional identity anchors*, which affect the nature of the influence the critical incident will have on professional identity development. These anchors are: *socialisation*, social interaction within the professional context and the processes in which professional norms and values are internalised; *contextuality*, outlining the circumstances of the practitioner and their practice; *outside perception*, indicative of the view non-practitioners hold of the profession and practitioners in a cultural-temporal context, including stereotypes; and *individual perception*, indicative of the practitioner's view of self, profession, and outside perception in a cultural-temporal context. For a full discussion, see Pierson et al. (2019).

3.2.3 Previous methodologies employed in examining librarian professional identity

Librarian professional identity has been explored mostly through qualitative approaches. Some have employed a range of methods but quantitative methods to gather data from librarians on their professional identity are less frequently used and tend to be coupled with some qualitative aspect (e.g., Greyson et al., 2013). Surveys are more common in studies using multiple methods, though also feature in some exclusively qualitative studies (e.g., Linton, 2016), highlighting the adaptability of surveys.

Turning to the analysis of data, previous studies have coded inductively or deductively as an analytical method (e.g., Ahmed, 2012). Some form of content analysis, however, is heavily used to analyse qualitative data (Fraser-Arnott, 2016, 2017a, 2017b), with thematic coding also a feature of such analysis (Hicks, 2014b, 2016b; Hoffman, 2014).

Although Frye (2018) used Gold's (1996) critical event approach to investigate the professional identity of early-career school librarians, no previous studies have combined the critical incident technique and a metaphorical approach to explore the topic. We suggest that a combination of the two is a powerful approach to analyse librarian professional identity because the critical incident technique provides illustration of key moments contributing to behaviour and professional identity development, while metaphors help illustrate a person's conceptual understanding of experience and

worldview. Employed together, they can provide deep insight into perceptions of professional self in context and antecedents thereof.

3.2.4 Critical incident technique

The critical incident technique is a flexible set of procedures used to elicit information concerning behaviour and its effects (Flanagan, 1954). Respondents are asked about significant incidents that have occurred in their private or professional lives, often framed around a specific topic. Some have leveraged this technique within a professional identity theoretical framework, highlighting its unique ability in identifying and articulating crucial moments which have influenced conceptualizations, behaviour, and identity development (Hutchins & Rainbolt, 2017). The critical incident technique provides a way to elaborate on an individual incident or collection of incidents and their lasting effects on behaviour, perception, and identity development. Flanagan's (1954) original definition of an incident is: *'...any observable human activity that is sufficiently complete in itself to permit inferences and predictions...'* with clear intent and consequences so definite as to dismiss ambiguity, thus making it critical (p. 327). A modification, however, comes from Angelides (2010) who argues that criticality cannot be adequately assessed until the consequences are fully known. Additionally, such incidents may not be grand gestures, but quotidian; the designation of 'incident' and quality of its criticality are from the meaning ascribed to them by respondents.

This technique has proved popular in research (Gogan et al., 2014; Hutchins & Rainbolt, 2017; Luparell, 2004). Radford (2006), for example, elicited critical incidents from primary school children on their interactions with librarians in New York City. Hughes (2012) used an expanded critical incident approach to explore how international students used information resources.

3.2.5 Metaphorical approach

The metaphorical approach has found various applications in library research (Hekkala et al., 2018; Marshall, 1990; Poulou, 2003). Metaphors relate two or more constructs, where the abstract is made concrete through comparison (Lakoff, 1987). More than linguistic devices, metaphors help to illuminate conceptual understanding of experience and are a mechanism to frame and communicate perceptions and perspectives.

As a cognitive device, they help to expand understanding beyond what is present at a given time, highlight conceptualizations within a worldview, and imply what is hidden (Lakoff & Johnson, 1980). They are ideal as a mechanism through which an individual can articulate how they understand their reality, and how they participate within it.

VanScoy (2010) advocates the metaphorical approach for deeper study of library practitioner role perception and its relation to personal perception, and uses it to study librarians undertaking reference and information services across library subsectors (VanScoy, 2016). Hartel and Savolainen (2016) examine the metaphors appearing in iSchool students' pictorial representations of information while

Giesecke (2010) examines the various metaphors used for libraries, arguing that librarians have leveraged metaphors since at least the 19th century. Savolainen (2006) uses Lakoff and Johnson's analytical framework to examine Dervin's sense-making metaphor, while Savolainen and Kari (2004) examine spatial metaphors given to the Internet. The use of metaphors for investigating aspects of library and information work is well-established, although no previous studies using metaphors to explore librarian professional identity could be identified.

3.2.6 Combined uses

Combining the critical incident technique and a metaphorical approach has been limited. Luparell (2004) uses the critical incident technique to explore nursing faculty experiences with discourteous students, mentioning that her participants often used metaphors to describe incidents, though her analytical focus is on the incident rather than the metaphor. Helkkula and Pihlström (2010) employ metaphors with critical incident and narrative inquiry techniques in the information and communication technologies sector to create new service ideas. Cheok et al. (2015) use the metaphor of cultural friction as an analytical framework with critical incident and narrative inquiry techniques to explain cross-cultural service interactions in a tourism sector. Similarly, Gaston et al. (2015) use the critical incident technique, guided by Dervin's (2008, 20-25 July) information gap-bridging metaphor in everyday information seeking behaviour in Buddhist Laos. Despite the combination of techniques in previous studies, the authors could identify no studies which use them in combination to examine professional identity. The study reported here tests the feasibility of a novel approach to exploring librarian professional identity which

capitalises on the benefits of both the elicitation of metaphors and the critical incident technique identified above.

3.3 Research questions

This paper addresses the following research question:

1. How can metaphors and critical incidents be used together to explore aspects of librarian professional identity?
2. What analytical approach supports the combined interpretive analysis of metaphors and critical incidents?

3.4 Methodology

3.4.1 Study context

This paper draws on a wider research project focused on the professional identity of public librarians in New Zealand and using a mixed methods model. Phase one data collection used a questionnaire administered fully online between November 2018 and January 2019. Phase two consisted of in-depth interviews conducted between March and September 2019. This paper presents a methodological approach using only the qualitative data elicited through the questionnaire in Phase one. Questionnaire format was chosen to operationalise aspects of the Librarian Professional Identity Continuum (Pierson et al., 2019), for purposeful selection of interview participants based on responses to open-ended questions, and to maximize reach to potential participants across the country. It also tested the feasibility of the elicitation of this kind of qualitative data through a questionnaire. Pre- and pilot testing of the questionnaire contributed to clear language, reduced ambiguity, and ensured a practitioner focus. Selection criteria for participation in the whole study was: must self-identify as/consider self a librarian; and must currently work in a public library. The invitation to participate was sent through an electronic mailing list for New Zealand librarians.

The combined elicitation of metaphors and critical incidents was one section of four within the questionnaire. Metaphors were elicited because they are a mechanism through which respondents could frame and communicate their perceptions of the profession and themselves within it, and expand understanding beyond what is present at any given time,

highlighting conceptualizations within a worldview, and implying what is hidden (Lakoff & Johnson, 1980). Metaphors are ideal in articulating a scheme by which individuals understand their reality and how they participate within it.

As a flexible way to elicit information on behaviour and its effects, the critical incident technique (Flanagan, 1954) provides a unique method of elaboration on individual or a collection of events and their lasting effects on conceptualizations, behaviour, and identity development (Hutchins & Rainbolt, 2017). Accommodation of multiple events was built into this questionnaire following feedback from the pre- and pilot testing stages. Feedback indicated that it would be difficult for some librarians to choose only one significant incident contributing to professional identity development and would struggle with this limitation. The fields containing these questions were the only substantive open-ended questions, all appearing on the same page in the middle of the questionnaire, whereas other sections consisted of closed questions. Open-ended questions were optional. In order, the questions relevant to this paper were:

1. Think about the library profession. By using a metaphor, describe how you view librarianship. A short, generic example might be: “The diamond waves crashed against the neck of the shoreline” or “the sea shone like a diamond.”
2. Think about yourself as a librarian. By using a metaphor, describe how you view yourself as a librarian.
3. Think of an important event or events that has/have impacted your identity as a librarian. Please describe the event(s).
4. Please elaborate on what specifically made the event(s) impactful to your identity as a librarian.

3.4.2 Analytical approach

Data analysis involved an inductive, iterative seven step process:

- 1: Read all four data points and code for sentiment analysis;
- 2: Content analysis and recording general notations on themes, keywords, contradictions, or connections;
- 3: Code for metaphor external consistency analysis;
- 4: Code for metaphor internal consistency analysis;
- 5: Code for inter-consistency, whether critical incidents relate to metaphors;
- 6: Code for metaphor framings;
- 7: Code for critical incident framing.

These steps are explained in more detail below, following discussion of the overall analytical focus. While analyses of the metaphors and the critical incidents appear to require different approaches, this study demonstrates that it is possible to apply an integrative analytical framework. Metaphors are usually analysed with a linguistic emphasis, such as grouping by source imagery (e.g., Schmitt, 2005; VanScoy, 2016). Content analysis, however, is a viable alternative analysis in instances where the analytical emphasis has shifted away from linguistic forms and uses towards the subject matter of the metaphor (Poulou, 2003). Content analysis can be understood as “any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings” (Patton, 2002, p. 453). The focus on the meaning of a phenomenon by those who experience it indicates that such meaning is accessed through language (Myers, 2013), shifting the analytical focus away from purely language use to the meaning assigned to language within a context.

The critical incident technique also allows analytical flexibility (Gogan et al., 2014; Radford, 2006). The original technique utilises an inductive approach with mutually exclusive arrangement of incident classification (Flanagan, 1954); an incident is classified within one category, not multiple categories. The expanded critical incident approach (an adaptation) provides binary and thematic classification, while maintaining the inductive approach (Hughes, 2012). In the expanded approach, resulting categories may be interconnected and clustered according to overarching themes or categories that yield a set of critical findings, similar to grounded theory approaches. Others have also employed the inductive approach in conjunction with content analysis (Hutchins & Rainbolt, 2017).

This study employed an inductive approach in analysing the responses to the questions eliciting metaphors and critical incidents, through an iterative process of the steps outlined above. To be included for analysis, responses needed to display complete and viable responses for all four open-ended questions. Each instance of analytically viable responses addressing all four open-ended questions is defined as a case. There were 59 cases.

In analysis, first both the metaphor and critical incident data were classified via sentiment analysis. Sentiment analysis contributes to understanding of perception. Affect was a persistent feature in the data, and therefore was deemed an important analytical aspect to include in formal analysis. In particular, the critical incidents provided by

respondents often indicated provocation of an emotional reaction. This indicates affective state as an entry point to identity negotiations. As a topic of research in librarianship, the study of affect highlights the importance of examining the interplay of affect, perception, and behaviour (e.g., Kuhlthau, 1991; Mills & Lodge, 2006; Sloniowski, 2016). Sentiment analysis was coded as: 1. positive; 2. negative; 3. aspects of both; or 4. ambiguous.

Second, content analysis was performed on all data fields, including thematic analysis for all cases (N=59). Excel was used to arrange notations from the content analysis. This step was fundamental to ascertaining the relationships between data points. Establishing a relationship, known as inter-consistency (discussed below), was also deemed a threshold step to be included for analysis beyond this step. It was deemed that, in the early stages of development, limiting the scope of the data analysis beyond an additional threshold would provide more consistency and clarity of results, thereby reducing likelihood of distortion in framework development. Further discussion, unless otherwise noted, will focus on the 53 cases coded as inter-consistent.

Thematic analysis relied on content analysis to provide core themes of what was being expressed within individual cases. Careful interpretation plays an important role in this step. The data constitutes multiple realities requiring a holistic approach characteristic of the interpretivist paradigm (Pickard, 2013). Exploration of meaning through themes and respondent expression of perception can be achieved using subjective, systematic interpretation with careful reasoning and inference grounded in the data (Zhang & Wildemuth, 2009). The first author leveraged his previous expertise as a library practitioner in interpretive analysis.

Due to the nature of metaphorical responses, this study defines metaphor as a linguistic device comparing an object, action, or construct with another object, action, or construct. The metaphors were analysed jointly for their external and internal consistencies. External consistency assessed whether the two metaphors (for the library profession and for the individual as a librarian) related thematically at face value, by extension of the imagery employed. Internal consistency assessed whether the two metaphors were linked by a core theme or principle, despite external inconsistency.

For example, respondent 13 described the library profession as '*A safe harbour from rough seas*' and their view of them self as librarian as '*being a Ship's Captain for my*

community'. In this example, a general metaphorical theme (a nautical theme) is maintained through both data points and illustrates external consistency.

Internal consistency, however, provides deeper analysis of themes and principles in order to extend assessment of the metaphor data points. While a crucial analytical step, it also allows deeper analysis of cases which appear externally inconsistent. For example, respondent 12 described the library profession as '*Librarianship is like cooking festive meals for strangers*', and their view of them self '*like the heart of the library*'. While externally inconsistent, internal consistency can, by interpretation, be established by the core theme of being a central figure within a greater system characterized by service to others, whether people or a living organism.

Metaphors were analysed alongside the critical incident and its meaning to establish whether there was inter-consistency between the two. Continuing from the previous example, the idea of the *raison d'être* of librarianship as being of service to others is strengthened when taking into account the respondent's critical incident:

Being sole person at a branch library. Frankly, there's no one else around to be 'the real librarian' so I guess it's me. In the early 2000's, leading a team of just-out-of-uni library workers (a.k.a. library assistants) with multiple degrees and mega student loans, but no formal library qualifications, to provide internet based interlibrary loan services to academics. A move that cause shock and horror from people who hated the internet but who'd been paid by their employer to do the library certificate in Wellington in 1973. (Respondent 12)

The meaning ascribed to this incident by the respondent was: "It's customer service, it's customer service, it's customer service." A series or collection of incidents was detailed, indicating this respondent does not necessarily attribute a single event as the most influential on their professional identity. Since a collection was stated by the respondent, the entirety of what they expressed is accommodated within this analytical framework. This response suggests service orientation as a core motivator when considered with the critical incident as a holistic data point. Extended analysis highlights an inter-consistency between data fields, affirming the core themes, while also providing further context for the metaphors and allowing more substantive themes to emerge from interpretive analysis, e.g., leadership, a willingness to step into a role that may be isolating due to service orientation. The incident illustrates the respondent was relied upon to ensure that services

functioned both generally and during a time of transition, just as cooking for strangers is for the benefit of others and a heart beats to ensure a functioning system. These data points, when considered and analysed together, can be understood as inter-consistent. Inter-consistency analyses metaphors with the critical incident and its meaning to establish general consistency among these data points. Inter-consistency is applied to both metaphors and critical incidents as a holistic data unit (case). Inter-consistency is the reasonable interpretation that critical incidents and metaphors are connected, displaying a relationship where one may suggest reasoning for the other, or providing an interpretive, extended explanation either from one data point to another or reciprocally.

Finally, inter-consistent cases were analysed for metaphor framing and critical incident framing. Framing for respective metaphors can be understood as the type of comparison made in relating the two constructs. Specifically, this paper understands metaphor framing as being further defined by its comparative and descriptive relationship in reference to one of the following: 1. concrete: comparison is with a tangible, or real-world object; 2. abstract: comparison is conceptual, with a concept, idea, or otherwise intangible construct; or 3. aspects of both: comparison either utilises or mixes both the conceptual and tangible.

Critical incident framing can be defined as the relationship between the occurrence of event(s) relative to the level at which they transpired within the professional context. Specifically, critical incident framing is further defined by its descriptive relationship in reference to one of the following: 1. local level: event(s) occurring at or directly relating to a one's immediate occupational setting or scope of influence, such as an individual library setting, or interaction with a local factor; 2. professional level: event(s) occurring at or directly relating to the wider occupational context, such as a professional association body, conference; or 3. aspects of both: framing either utilises or mixes both the local and professional level in a meaningful way such that neither the above codes may be applied exclusively. Appendix A outlines the coding scheme used in this study, which was iteratively developed through extensive peer consultation.

This analytical approach provides an effective method to understand the perspective of the respondents. As can be seen with the metaphorical approach used in this study, views of a profession and of the self within the profession may not appear to be well

connected. They are, however, tied together by deeper themes which are illuminated and reinforced by the explanation of critical incidents and their meanings.

3.5 Results

Note that *Results* inverts discussion of metaphors and critical incidents from the procedure outlined above to facilitate ease of understanding.

3.5.1 Response & respondent composition for all cases

The questionnaire yielded 181 responses, 131 of which provided sufficient data to be included for analysis for the wider research project. Of the 131 responses, seventy-five participants (57%) answered at least one of the four open-ended questions asking for metaphors and a critical incident and its meaning. Fifty-nine participants (45%) provided complete and viable responses for all four open-ended questions. As defined in the section *Analytical approach*, each instance of analytically viable responses addressing all four open-ended questions was defined as a case. This paper only reports on the analysis of analytically viable cases (N=59) from the questionnaire. Furthermore, cases coded as inter-consistent were analysed beyond the content analysis step. Unless otherwise noted, reporting will focus on the 53 cases coded as inter-consistent.

The majority of the complete sample (N=59) were New Zealand European (n=47, 79.7%), and of New Zealand nationality (n=50, 84.7%), revealing a homogenous sample. This sample also included representation of other ethnicities including Māori, Asian, and Pacifica. Due to size and location of the population, reporting specific ethnicities and nationalities beyond the above would risk confidentiality. Table 3.1 outlines demographic information related to respondent composition. Table 3.2 outlines factors relating to respondent entrance into librarianship. Table 3.3 outlines role and professional context at time of respondent reporting. These tables provide demographic information contextualising respondents and situating the data provided.

Table 3.1

General composition of respondents

		Respondents	Percentage
Gender ¹	Female	50	84.7 %
	Male	8	13.6 %
Age range ¹	18-24	3	5.1 %
	25-34	7	11.9 %
	35-44	7	11.9 %
	45-54	21	35.6 %
	55-64	15	25.4 %
	65-74	5	8.5 %

¹ 1 respondent did not answer.

Table 3.2

Entrance into librarianship

		Respondents	Percentage
Entered librarianship from another profession	Yes	38	64.4 %
	No	21	35.6 %
Held library qualification with first library position	Yes	2	3.4 %
	No	57	96.6 %
Worked outside public library subsector	No	24	40.7 %
	Yes	35	59.3 %
Previous library subsectors ¹	Academic	16	27.1 %
	Business	1	1.7 %
	Ministerial	2	3.4 %
	National	7	11.9 %
	Parliamentary/ Legislative	1	1.7 %
	School	14	23.7 %
	Special/Other	8	13.6 %

¹ 15 respondents indicated two or more previous subsectors; Percentages representative of N=59

Table 3.3

Respondent contexts within librarianship

		Respondents	Percentage
Library and information science/studies qualification(s)	Sub-degree level	18	30.5%
	Degree level	11	18.6%
	Postgraduate or higher level	23	39%
	Currently pursuing	3	5.1%
	Professional Association Registration (RLIANZA)	27	61.4%
	Currently pursuing RLIANZA	2	4.5%
Years worked in librarianship ¹	0-5	7	11.9 %
	6-11	10	16.9 %
	12-17	14	23.7 %
	18-23	8	13.6 %
	24-29	10	16.9 %
	30-35	6	10.2 %
	36+	3	5.2 %
Hours per week worked ¹	1-10	2	3.4 %
	11-20	0	0 %
	21-30	7	11.9 %
	31-40	37	62.7 %
	41+	12	20.3 %
Library setting ²	Urban	36	61 %
	Suburban	10	16.9 %
	Rural	11	18.6 %
Association membership ¹	Yes	44	74.6 %
	No	14	23.7 %

¹ 1 respondent did not answer; ² 2 respondents did not answer

3.5.2 Critical incident(s)

Note that cases coded as inter-consistent were analysed beyond the content analysis step. Unless otherwise noted, reporting of results beyond the content analysis step will focus on the 53 cases coded as inter-consistent.

A number of respondents articulated multiple critical incidents (28, 52.8%, n=53). Accommodation of multiple incidents was built into this question due to feedback from the pre- and pilot testing stages of the questionnaire, as noted above. Singular incidents composed the second largest group (n=21, 39.6%), with continuous incidents were third (n=4, 7.5%). Continuous incidents indicate the reoccurrence of a generalised event, e.g., Respondent 3 detailed '*The rise of community street libraries*'.

Participant understanding, and definition, of a critical incident differs from definitions provided in the literature (Flanagan, 1954; Hutchins & Rainbolt, 2017). While perhaps also differing from Angelides (2010), the data from this study supports the assertion that the definition of *incident* and its criticality are from the meaning given to them by participants. These examples maintain elements relating to formal definitions of critical incidents such as sufficient completeness, clear intent, and definite consequences permitting inference (Flanagan, 1954). The data from this study are, however, more consistent with practice and reflective of respondent conceptualisations of critical incidents. Respondent data indicate that critical incidents can differ from previous understandings and have an on-going, situational element to them.

3.5.3 Sentiment analysis

Sentiment analysis was applied to both critical incident and metaphor data points. Twenty-six (49.05%, N=53) were coded as only presenting a positive sentiment and four (7.5%) were coded as only presenting a negative sentiment. Twenty-two (41.5%) were coded as presenting aspects of both positive and negative sentiments. One (1.8%) was coded as ambiguous, unable to be determined due to multiple viable interpretations. This may have been due to the nature of the response, as it was too terse to be determined beyond ambiguity.

Twenty-six cases displayed only positive sentiments in their responses, indicating only positive critical incidents influencing or explaining their view of the profession and/or self within the profession. Twenty-two cases displayed aspects of both acknowledging some

equivocation, suggesting a coexistence within their own professional self- and worldview. This coexistence was not necessarily equal between positive and negative sentiments. The differences in sentiment balancing are illustrated in Tables 3.4 and 3.5.

Table 3.4

Respondent 26 example

Respondent 26			
Critical incident	Explanation of meaning of critical incident	Metaphor of profession	Metaphor of self
<p>"I had a burnout. Doing 3 jobs even as a multitasking female was just too much. I had been asked to do an acting job of a branch with 3 staff for six months. I still had my official job and another location I looked after. It lasted five years and what broke me was being told not to get a replacement for a staff member going on maternity leave."</p>	<p>"Since then I have become more confident and clear in what I am and want to be. I also realized that because I cared about my staff did not mean that my manager was doing the same. It made it clear to me that my happiness lies with me not depending on others. In my performance appraisals I am now most happy [to] tell what I have [achieved] and I know it was great but if my managers does not agree as it might not tick the corporate boxes that is ok too."</p>	<p>"...a super-librarian business where you really need to know everything."</p>	<p>"...a 24/7 super-librarian..."</p>

Respondent 26 (Table 3.4) details burnout leading to a positive outcome. Their metaphors share themes of high-level multitasking, the outcome of which is not always pleasant. The explication of meaning provides a negative incident with a positive outcome, interpreted as such due to its perceived influence on self-perception. The incident provided a way to understand and articulate boundaries and capabilities, reinforcing the metaphorical view of self as *super-librarian* and the profession as a *super-librarian business*. Thus, this is an example of a positive perception of a negative incident, supported by the metaphorical statements. Other cases, however, provided examples of negative incidents with negative perception, without necessarily undermining support for the accompanying metaphorical statements.

Table 3.5

Respondent 56 example

Respondent 56			
Critical incident	Explanation of meaning of critical incident	Metaphor of profession	Metaphor of self
<p>"I have had some really shocking events happen to me like being publicly groped or being verbally abused and have had to make decisions on whether or not to call the police. But I have had overwhelmingly positive experiences that by far outweigh the negative. Like doing story time for kindergarten groups and having them dance and breaking out of their shells, or having our regular kids know [me] by name. It's nice to have that trust."</p>	<p>"In terms of the negative experiences: I have learned that I need to be careful when patrons start to [develop] acquaintanceships with me in case my friendliness and chattiness gets misconstrued as affection. This really sucks because it means having to be more terse or less friendly least I encourage people. In terms of the positive: I have learned to take more time with kids. A lot of school aged children can be shy with us at first, but the more time you spend talking to them about their needs the more you can learn how to help."</p>	<p>"[City] libraries functions much like the city...itself. Different areas must adapt to the needs of the surrounding communities."</p>	<p>"Like a teacher. I have to deal with multiple tasks of various subjects and different people of different ages with different needs (some very extreme). I also have to constantly make sure that I am providing a safe and engaging environment for people to learn in. This has to with both my demeanour (sic) and the layout of my workplace."</p>

In contrast, Respondent 56 makes explicit both positive and negative sentiments. While they indicate in their critical incident that the good outweighs the bad, they nevertheless detail both sentiments and ascribe meanings for both. They explain how they adjust to the situation and/or client, and therefore emphasise their adaptability. Their

metaphorical statements indicate flexibility and engagement. Thus, the respondent’s metaphors, incidents and meaning are linked by the shared theme of adaptability (implying change) when engaging with the variety of those being served. While Respondent 26 illustrates a negative event leading to a positive outcome, Respondent 56 details a conscious coupling of otherwise discrete sentiments not only with the incidents and meanings, but also in the metaphorical statements. The metaphorical statements, in indicating adaptation to various needs, thus imply the necessity of dealing with both positive and negative circumstances, and therefore sentiment.

3.5.4 Metaphor consistency

3.5.4.1 External consistency

Eleven cases (20.7%, N=53) displayed external consistency between metaphors of the profession and self as a librarian. Table 3.6 provides an example. This may be due to the placement and nature of the questions. The cognitively taxing questions about metaphors were placed in the middle of the questionnaire and this could have impeded creative coherence. Similarly, as the majority of responses were logged during the traditional working day, time constraints may have placed parameters on the nature of the responses. External consistency provides a symmetry of imagery, and therefore an implied symmetry of worldview as it relates to the profession and self as practitioner. External consistency, however, does not necessarily account for the core themes invoked across the metaphor data points.

Table 3.6

Respondent 18 metaphors example

Respondent 18	
Metaphor of profession	Metaphor of self
“The library profession is like a beehive.”	“A small honeybee in a garden of flowers.”

3.5.4.2 Internal Consistency

Forty-seven cases (88.6%, N=53) displayed an internal consistency, where an underlying theme(s) or principle(s) was established and maintained. For example, Table 3.7 shows Respondent 14’s metaphors for the profession and themselves.

Table 3.7

Respondent 14 metaphors example

Respondent 14	
Metaphor of profession	Metaphor of self
“An insecure leaking dinghy on a storm tossed sea.”	“The missionary realized that not bringing her books to the high feast may have been a mistake.”

Neither metaphor overtly provides an extension of, or a complement to, the other. Content analysis, however, revealed core themes of (lack of) control, being subject to outside forces, and perhaps a gatekeeper mentality because of a possible lack of control. Both examples identify insecurity and discomfort.

The discrepancy between internal and external consistency could illustrate an internalized perception of respondents’ relationships to the profession. This discrepancy in perception suggests a worldview which is embedded and not overtly understood. Despite the apparent external inconsistency of the above metaphors, internal consistency, as derived from content analysis, suggests a coherence which is inherent or visceral because the connection between the metaphors is not overt. Thus, a symmetry is present, though deeper examination is required to establish or understand it.

3.5.5 Content analysis

Six cases (11.3%, N=53), while inter-consistent with the critical incidents reported, presented metaphors that were both externally and internally inconsistent. This finding highlights two points. First, while such an arrangement may seem contradictory, the coding scheme was inductively derived, thereby accommodating a seemingly anomalous aspect which might have otherwise been omitted. Seemingly contradictory inter-related groupings, in contrast to a principle of mutual exclusivity, arose through the inductive approach and the study context. Second, this particular arrangement highlights the importance of the incidents as the unifying or explanatory data point, and therefore this coding scheme and methodological approach. Table 3.8 provides an example of this.

Table 3.8

Respondent 34 example

Respondent 34			
Critical incident	Explanation of meaning of critical incident	Metaphor of profession	Metaphor of self
"As a junior librarian, I tried to instil the sheer enjoyment of reading to children, made them laugh, made them think, encouraged the desire to learn and explore more. I now see these children coming into the library with their own children who run towards the children's area with speed, abandonment and a need to get their books, plonk themselves down on a cushion and escape."	"Librarians have an inherent knowledge that they can make a difference to the future."	"The library is an open door to a room furnished in the past, present and future."	"Depositing and facilitating knowledge like a bank dealing in currency for the mind."

Respondent 34's metaphors shown in Table 3.8 are inconsistent in imagery and content analysis provided no related themes. Inconsistency is reconciled through the incident, emphasising the multigenerational impact of the practitioner and their work in their metaphor of the profession and their incident and its meaning. The work itself, having encouraged the love of reading, having fun while doing so, and having '*made them think, encouraged the desire to learn and explore more*' can be understood as helping by facilitating and as depositing such aspects into the mind-bank of the children. Thus, by undertaking such work and seeing the results through multiple generations, the multigenerational aspect of the influence of self within work is evident.

Table 3.9

Respondent 17 example

Respondent 17			
Critical incident	Explanation of meaning of critical incident	Metaphor of profession	Metaphor of self
"A restructure where my position as	"I felt as though my value as a reference librarian	"...the key that opens a	"An elephant remembering the

<p>[position] Librarian in Information Services was downgraded and the job description of the basic grade for being a librarian had no stipulation for library or similar qualifications. Information Services was disestablished and the emphasis across the library was acquisition and promotion of fiction materials.”</p>	<p>was diminished. I was made to spend less time on the desk that fielded the most enquiries (as all staff were treated the same whether they were qualified/experienced or not) so I felt as though I was losing skills. My knowledge/opinion was not sought in the design of the new help desk arrangements.”</p>	<p>treasure chest of imagination and clues to all the wonders of the world...”</p>	<p>knowledge of her ancestors, sensing its environment and looking out for better ways to communicate information relevant to the herd.”</p>
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Respondent 17 (Table 3.9) shows the metaphor of the profession as providing a mechanism for access. The metaphor does not seem consistent with the metaphor of self as positioned with reference to a group. The critical incident would suggest that the effects of change are both positive and negative. While the negative is keenly observed, indicated benefits include wisdom (remembering the importance of previous knowledge amidst change), increased awareness, and improved communication skills as they relate to the group. The view of the profession maintains a positive tone through imagery, language, and interpreted meaning. The critical incident prompted a change of behaviour and outlook as communicated through the metaphor of self, while the professional metaphor appears otherwise unaffected as compared with the other three data points. While a negative sentiment can be readily identified in the critical incident, it appears not to have negatively influenced perceptions of self and profession as presented in the metaphors. The critical incident alludes to what is lost when knowledge, experience, and expertise are ignored or forgotten.

The cases presented in Tables 8 and 9 present apparently unrelated metaphors when taken separately from their incidents and meanings. The coding scheme reflects their disparate nature. It is through the content analysis that inter-consistency can be established regardless of metaphorical inconsistencies. Such cases illustrate how influential local context of practice can be on perception of self as practitioner, regardless of metaphorical perception of the profession or overall sentiment of a case.

3.5.6 Framing

Additional analysis assessed participant framing of metaphors and incidents, as respectively defined in the *Analytical approach* section.

3.5.6.1 Critical incidents

The analytical emphasis of critical incident framing was placed on occurrence of the event(s) relative to the level at which they transpired. As noted, the incidents were coded as one of three categories: 1. local level, occurring at or directly relating to a particular area or one's immediate occupational setting or scope of influence; 2. professional level, occurring at or directly relating to the wider occupational context; and 3. aspects of both, either utilising or mixing the local and professional levels in a meaningful way such that neither of the other codes could be applied exclusively. Most incidents transpired at the local level (44, 83%, N=53). However, some are reported as occurring on the professional level (6, 11.3%), and three cases (5.6%) were coded as both, articulating multiple incidents spanning both levels. Table 3.10 presents examples for each framing level code.

Table 3.10

Critical incident framing examples

Respondent	Critical incident	Framing level code
57	"Using my multiple communications skills to help someone learn to use computer, write their CV and then learn that the person has, as a result, got a job and then help the same person with readers advisory for work and pleasure"	Local level
15	"being involved at a regional, national and international level speaking at and attending conferences working in children's services"	Professional level
31	"- being told I'd make a great Librarian, if I gained a formal qualification - getting my HT licence to drive the Mobile - being asked to apply for the Library Managers role - being asked to [head an organisation]- using my community services experience to develop strong community engagement programmes and services"	Both

3.5.6.2 Metaphor of profession

Metaphor framing can be understood as the type of comparison made in relating two constructs. It is further defined by its comparative and descriptive relationship in reference to one of three categories: 1. concrete comparison with a tangible, or real-world object; 2. abstract comparison with a concept, idea, or otherwise intangible construct; and 3. aspects of both, either utilising or mixing tangible and conceptual. Cases coded as abstract (n=9, 16.9%, N=53) accounted for the smallest group, while those coded as concrete and both (n=22, 41.5% respectively) were equally represented. Table 3.11 presents examples for each framing level code.

Table 3.11

Metaphor of profession framing examples

Respondent	Metaphor of profession	Framing level code
7	'...a small but luxuriant oasis in the middle of the desert'	Concrete
41	'A force for good in society.'	Abstract
23	'The library is like an island on a vast sea of ignorance'	Both

3.5.6.3 Metaphor of professional self

Most cases framed professional self as concrete (44, 83%, N=53), while abstract (5, 9.4%) and both (4, 7.5%) showed near equal representation. Table 3.12 presents examples for each framing level code.

Table 3.12

Metaphor of professional self framing examples

Respondent	Metaphor of professional self	Framing level code
18	"A small honeybee in a garden of flowers."	Concrete
36	"ma whero, ma pango, ka oti ai te mahi "With red and black the work will be complete" This refers to co-operation where if everyone does their part, the work will be complete."	Abstract
21	"An iron core of integrity; a piece of plasticine that moulds itself into what is needed"	Both

3.5.7 Inter-inconsistent responses

It should be noted that six cases of the total collected (N=59, 10%) were coded as inter-inconsistent (i.e., there was inconsistency between the critical incidents and the metaphors) and have been excluded from the above analysis, which focuses on inter-consistent cases. Inconsistency denotes two possibilities. First, in using this methodological approach, not all respondents may provide sufficient data to be considered for further analysis. Second, responses providing sufficient data may still result in inconsistency, which was the case here.

3.6 Discussion

Respondent conceptualisations of *critical incident(s)* illustrate that for this respondent group, the number and duration of incidents provide a layer of complexity and expand traditional definitions of what is *critical*, and what is an *incident*. As mentioned above, respondents provided data that shares elements with formal definitions of critical incidents yet diverge by incorporating on-going, situational elements. The data support the assertion that definition is reliant on the meaning given to any such event, and are reflective of practice within this sample (e.g., Respondent 34, Table 8). This important finding is reflected in the analytical framework. As it was inductively derived, this suggests the framework will accommodate, and therefore be more reflective of, practice and the professional identities within it.

Similarly, respondent conceptualisations of metaphors necessitated a definition of metaphor that differs from other formal definitions (e.g., Lakoff & Johnson, 1980). This study accepted metaphors for analysis presenting or maintaining a comparison between objects, actions, or constructs. We suggest this is in accordance with a function of metaphor (to compare) and in alignment with the shift of analytical focus this approach presents. This result may be reflective of respondents' worldview or other factors contributing to their understanding such as the critical incidents impacting their perception in the time and place such perception is situated. The metaphorical definition that this study presents serves to create a more achievable threshold for analysis inclusion for what is a cognitively taxing process. This definition contributes to the flexibility of the approach.

The critical incidents were often the key data point. It was through the critical incidents that inter-consistency was established and provided suggested reasoning for and

relationship with the metaphors. Critical incidents differed case by case as to which metaphor (self or professional) they related. Often, an incident would immediately support the metaphor of self. Other times, it would support the metaphor of the profession, and sometimes it would support both. Analysis within the framework as described in the *Analytical approach* section required an individualistic approach, focusing on each case as its own occurrence, to accommodate idiosyncrasies. The inductive approach assisted in understanding whether trends could be established across cases. Content analysis as defined in this study is therefore not simply a bridging step in analysis, but rather fundamental to uncover the relationships between data points.

Framing is a useful analytical emphasis, because it suggests participant perception of their relationship to the profession and their identity within its context. Professional identity is indicative of the relation between the practitioner's self and a collective (Whyte, 1956/2002). This relationship influences discourse and behaviour (Sundin & Hedman, 2009) and varies according to the individual within the collective, professional context. How an individual is affiliated with a profession is suggestive of their perception of it and their self within or outside it, indicating a relationship between identity, perception, and collective affiliation and its degrees (Fraser-Arnott, 2017a). Framing, as outlined in this paper, allows a deeper examination of and an analytical lens to explore degrees of affiliation. This exploration is accessed through how respondents express their perception of the profession and their relation to it by the way they frame their responses. For critical incidents, it provides an indication of the level at which such event(s) can occur. For metaphors, it illuminates self- and worldview as including elements that are concrete, abstract, or some combination of both. The resulting interplay, when analysing both metaphors together, further suggests a new line of inquiry where framing for metaphors of self differs from those of the profession.

The above analysis does not take into account data resulting from interviews that followed the collection of data through the questionnaire. While the interviews in Phase two provided deeper exploration into meanings assigned to metaphors and critical incidents, the responses in Phase one provided a strong entry point to analysis. This study indicates elicitation of metaphors and critical incidents through the use of a questionnaire is a viable methodological approach. It also indicates great potential for future development.

The pre- and pilot testing phases of this study highlight the need for such testing to adapt the questions meaningfully and manageably for the target community.

The methodological approach outlined here provides a powerful way to examine professional identity as conceptualised for this study using Whyte's (1956/2002) conceptualisation. This includes emphasis of the impact of critical incidents on identity development and that perception of this impact informs the course of identity development. This perception additionally influences self- and worldview and is bounded by the dynamics of the Librarian Professional Identity Continuum model developed by the authors (Pierson et al., 2019). It was inductively derived, providing specificity, flexibility, and offering economies of scale according to the research objectives. This methodological approach is grounded in research underpinned by a sociological understanding of professional identity, whose development is influenced by time and social interaction. Such underpinning suggests additional opportunities in comparative or longitudinal research where one data case provides a snapshot in a particular time and context. Moreover, as an emergent approach, its adoption includes an imperative to modify and refine its use and application with exploration of its analytical scope.

3.7 Limitations and future research

The approach outlined focuses on individual experiences of fifty-nine participants in one country. The authors' subjectivity informed the nuanced analysis and interpretation, requiring reflective attention throughout the research process. While some responses were not necessarily written as traditional metaphors, those included for analysis provided the spirit of a metaphor, maintaining a comparison. A main limitation, therefore, is the untested transferability of the research to other countries and professions.

Future research could seek to apply this methodological approach in other contexts, localities, or professions. Additionally, there is potential to confirm the wider usefulness of the approach and explore modifications. Of particular note, future research could examine the occurrence of metaphor consistency within this or another field. Finally, the scope of this paper only included within-case analysis. Future research could include among case analysis in scope.

3.8 Conclusion

This paper has presented a methodological approach combining metaphor elicitation and the critical incident technique applied through open-ended questions in questionnaire format. It illustrates the data elicited from both methods as complementary within a wider analytical structure, where often mutual support can be established between the two data points. Results indicate that metaphors, as explication of implicit and explicit worldviews, can be explained by critical incidents detailed by respondents. This approach provides an effective method to investigate deeper themes being expressed by respondents, thereby providing a link between worldview as expressed by metaphors and that which is detailed in critical incidents and their meanings. As a newly developed approach, executed in a non-traditional manner from its parent methodologies, caution is required in analysis and interpretation of results. Additional work is required to understand the extent of its applicability and usefulness for future research. Tailoring to circumstantial need may be a persistent feature of this approach. Nevertheless, the combined metaphorical-critical incident technique (MCIT) method shows potential for contributing to future research in a variety of settings and contexts. In particular, this method has unique applicability in understanding professional identity within librarianship and the wider information fields.

3.9 References

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3.10 Appendix A

The coding scheme used in this study is presented to add clarity to the coding process herein described and as a framework to follow, modify, adapt, and/or refine for future use.

Coding scheme

Note: This scheme was inductively derived from the data. It incorporates a holistic approach to its application, unless otherwise noted.

Definitions (OED):

Theme, n.: 1c: That which is the subject of thought; 1a: The subject of discourse, discussion, conversation, mediation, or composition; a topic

Sentiment, n.: 8a: A thought or reflection colored by or proceeding from emotion; 6a: What one feels with regard to something; mental attitude (of approval or disapproval, etc.)...; 7a: A mental feeling, an emotion.

Analysis, n: 1a: A detailed examination or study of something so as to determine its nature, structure, or essential features; 1b: The action or process of carrying out such a detailed examination; the methodical or systematic investigation of something complex in order to explain or understand it.

This process examines the data in seven ways described as follows:

1. Sentiment identification
2. Metaphor External Consistency
3. Metaphor Internal Consistency
4. Inter-consistency of the entire data set
5. Professional Metaphor framing
6. Self Metaphor framing
7. Critical Incident framing

Procedure:

1. Read all four data points to introduce self to data -> 1a. Code for Sentiment analysis
2. Make general notations on themes, keywords, contradictions, or connections -> 2a. Code for General content analysis
3. Return focus to Metaphors -> 3a. Code for Metaphor consistency analysis
4. Return focus to Critical Incidents as they may relate to the Metaphors -> 4a. Code for Inter-consistency
5. Return focus to Professional Metaphor -> 5a. Code for Professional Metaphor Framing
6. Return focus to Self Metaphor -> 6a. Code for Self Metaphor Framing
7. Return focus to Critical Incidents -> 7a. Code for Critical Incident Framing

Coding & Codes:

Below details the coding process, explanation of what is being coded for, and codes, highlighted in yellow.

1. Sentiment Analysis is coded for and considering all metaphor and critical incident data points together. Only one of the four following codes will be applied. Sentiment analysis is holistic and applies to all metaphor and critical incident data points together (the case).
 - Does the *entirety* of what is being expressed display as:
 - only **Positive**: constructive action or attitudes, inclined for hope, optimistic, good, beneficial, advantageous
 - only **Negative**: denial, disgust, dissent, distaste, devoid of positive attributes

- aspects of **Both**: regardless of whether one sentiment is predominate, both Positive and Negative are present
 - **Ambiguous**: unable to be determined or may present multiple viable interpretations
2. *This step must be done in order to fully support steps 3-7.*
 General Content Analysis in the form of thematic analysis, where the core theme(s) being expressed are noted for all data points. Questions to consider for analysis: If present, how does the symbolism or associated meaning(s) of word(s)/phrase(s)/image(s) help illuminate deeper meaning, and therefore connections between data points? How are connections able to be established? Is an explanation of an aspect(s) more apparent now? What contradictions are apparent? Theme(s) may not be explicit, so it is vital to explicate them in analysis. General content analysis applies to both metaphors and critical incidents. Suggested approach follows left to right: 1) Metaphors, separate then together, 2) Critical Incident(s) and their meaning, 3) All data points together.
- General notations (individual), further explanation of connections (if present).
3. *Use General Content Analysis to asses:*
 Metaphor Consistency Analysis analyses both metaphors for their external and internal consistencies. External and Internal consistencies only apply to the metaphors. Codes must be applied for both External and Internal consistencies.
- **External consistency** assesses whether the same imagery is used between the two metaphors. Are they related thematically one face value by the imagery used. Is a general metaphorical theme maintained though the two metaphor data points either by extension of the first metaphor used (i.e. one metaphor is positioned within the context of the other) or is a wider theme maintained (e.g., animal kingdom is used, but different species are referenced).
 - **EC** = Externally Consistency OR
 - **EI** = Externally Inconsistent
 - **Internal consistency** assesses whether the two metaphors are linked by core theme(s) or principle(s), regardless of external consistency. Internal consistency can be established by core theme(s)/principle(s), therefore allowing for internal consistency if external consistency is not present.
 - **IC** = Internally Consistent OR
 - **Ii** = Internally Inconsistent
4. *Use General Content Analysis to asses:*
 Inter-consistency analyses metaphors with the critical incident, and its meaning, to establish general consistency among data points. Inter-consistency applies to both metaphors and critical incidents (holistic). It is an assessment as to their general relation. This relies on the resulting themes/notes from general content analysis and notes made from the metaphor consistency analysis. Inter-consistency applies to the metaphors and critical incidents as a holistic data point. Inter-consistency requires a minimum of three of the four individual data points to support its classification, *unless* one of the four data points presents a so contradictory or discordant that general consistency would otherwise be inappropriate.
- **IntC** = Inter-consistent: Displaying a connection between the Critical Incidents and at least one of the metaphors. There is the general tendency where one data point will at least suggest an explanation or connection of/to the other data point. Emphasis here is usually given to the metaphor of self in the profession, though this may not always be the case in practice. It may be possible to code for Inter-consistency where the metaphor describing view of the profession is otherwise an outlier.

OR

- **IntIn** = Inter-inconsistent: Despite analysis, no consistency is able to be established between the metaphors and the critical incidents, either due to insufficient data provided or the data provided does not support consistency.

5. Profession Metaphor Framing Analysis

Professional metaphor framing assesses how the metaphor is presented or articulated.

Framing for metaphors can be understood as the type of comparison made in relating the two constructs. Specifically, this paper understands metaphor framing as further defined by its comparative and descriptive relationship in reference to one of the following:

- **C** = Concrete: comparison is with a tangible, or real-world object.
- **A** = Abstract: comparison is conceptual, with a concept, idea, or otherwise intangible construct.
- **B** = aspects of Both: comparison either utilises or mixes both the conceptual and tangible.

6. Self Metaphor Framing Analysis

Self metaphor framing assesses how the metaphor is presented or articulated. Framing for metaphors can be understood as the type of comparison made in relating the two constructs. Specifically, this paper understands metaphor framing as further defined by its comparative and descriptive relationship in reference to one of the following:

- **C** = Concrete: comparison is with a tangible, or real-world object.
- **A** = Abstract: comparison is conceptual, with a concept, idea, or otherwise intangible construct.
- **B** = aspects of Both: comparison either utilises or mixes both the conceptual and tangible.

7. Critical Incident Framing Analysis

Critical incident framing can be defined as the relationship between occurrence of the event(s) relative to the level at which they transpired within the professional context. Specifically, critical incident framing is further defined by its descriptive relationship in reference to one of the following:

- **L** = Local level – an event(s) occurring at or directly relating to a particular area or one's immediate occupational setting or scope of influence, such as dealing with an individual library setting, interaction with a local factor, etc.
- **P** = Professional level – an event(s) occurring at or directly relating to the wider occupational context, such as dealing with a professional association body, conference, etc.
- **B** = aspects of Both: framing either utilises or mixes both the local and professional level in a meaningful way such that neither the above codes may be applied exclusively.

Chapter 4:

The Critical Incident Negotiation Process
and the role of dominant influences on
practitioner perception of public librarians
in Aotearoa New Zealand

Chapter 4: The Critical Incident Negotiation Process and the role of dominant influences on practitioner perception and behaviour of public librarians in Aotearoa New Zealand

Abstract

Introduction. This paper reports findings from interviews with practicing public librarians. It details respondent understanding of influences on perception and behaviour. In-depth exploration of critical incidents as they relate to librarian professional identity are explored.

Methodology. Forty in-depth semi-structured interviews were conducted with forty practicing public librarians throughout Aotearoa New Zealand. Interviews were analysed with an inductive approach. NVivo was used to code and query interview data. Excel was used for additional coding arising from NVivo queries and to arrange notations resulting from those queries.

Results. Results report on dominant influences on practitioners' perception of professional behavioural and general perception of profession, influencing professional identity development over time. Results also report on the specific identity negotiation process prompted by critical incidents, whose criticality is reliant on individual perception of incident in relation to professional identity. Three theoretical propositions relating to librarian professional identity are offered.

Conclusions. Results develop a granular understanding of the professional identity negotiation process prompted specifically by critical incidents. Three theoretical propositions outline the relationship of dominant perceptions on librarian professional identity development and critical incident negotiations.

4.1 Introduction

Professional identity is an avenue by which to explore influences on practitioners in a service-oriented profession. Professional context and environment influence a practitioner's self-perception, contributing to the construction of professional identity in a collective context (Whyte, 1956/2002), which can impact behaviour relevant to professional practices (Sundin & Hedman, 2009). Librarians, as the institutional personification of the library (Hicks, 2016b), co-construct relationships with individual patrons and communities. This dynamic indicates societal perception of the library profession is influenced to some extent by interactions with librarians. Public librarians and libraries have more contact with a wider cross-section of society on an individual level than counterpart libraries (Kane, 2008). Staying apace with general social changes, such as information behaviours, characterises this subsector. While the public librarian and library are uniquely situated in society, there is a dearth of research exclusively examining public librarian professional identity.

This paper reports findings from interviews with forty practicing public librarians in Aotearoa New Zealand. Specifically, it details the role of dominant influences on practitioners' individual perceptions of their professional identity development and to their

professional behaviour, which includes behaviour in practice. This paper defines dominant influences as respondent understanding of the strongest aspect they understand to influence their professional identity, for both their individual perception of their professional identity and social factors influencing their professional behaviour as it relates to this identity. It further details the role of critical incidents on identity negotiations and outlines this negotiation process. Finally, it offers a theoretical process of critical incident identity negotiations with theoretical propositions on the influence of perception on librarian perception and behaviour and the impact of critical incidents on identity negotiations relating to librarian professional identity.

4.2 Literature Review

4.2.1 Identity

Rather than understanding identity as an individual possession, a sociological view posits it as socially produced in a dynamic process over time and environment (Lawler, 2014). Identity encompasses what is presented to others as well as the reflective and reflexive inner-world of the self (Lawler, 2014; Mead, 1934). The meanings therein ascribed with respect to interactions with others operate as a key catalyst for the iterative process of identity formation and negotiation. The malleable nature of identity illustrates newly arisen dynamics due to changed contextualities resulting in more conscious, and therefore changed, self. For example, some argue recent theoretical attention to identity has resulted from social concern with the same (Bauman, 2004). Social concern is thus the product of increased awareness of the fluidity and variations of identity due in no small part to increased global connectivity through ICTs. The iterative nature of identity highlights it as processional, an action rather than possession, and as composite. Particularly, one's own perception of self coexists with outside perceptions of it; these perceptions are not identical and therefore exist in a complex relationship (Lawler, 2014). Thus, identity negotiations over time are pivotal to identity development.

4.2.2 Professional Identity

Identity transposed into a profession offers another context influencing its development. It is in this context in which a distinct identity is developed. Professional

identity is the product of the impact the organisational and/or professional life has had on one's understanding of self within its context (Whyte, 1956/2002). This identity forms from the foundation of the pre-existing identity (Trede et al., 2012). It results from self-perception and the relation of a practitioner's self to a collective occupation, influencing behavioural and discursive actions in the professional context (Sundin & Hedman, 2009).

Professional identities are influenced by and through behaviour, contributing to the construction of social practices (Sundin & Johannisson, 2005), thus perceiving, acting toward, and constructing certain contextualities. Socialization into a profession informs this identity by conveying collective values and status quo behaviours. Behaviours express the degree of affiliation to the profession, enacting the extent to which these values and expectations have been adopted and in what way. Participation through forms of communication within the profession, such as through association bodies, acts both to reinforce a collective conceptualization of a shared identity and contributes to its creation (Sundin & Johannisson, 2005, pp. 38-39). This dynamic necessarily indicates negotiation over time between an individual's perception of pre-existing and professional identity relative to professional and social influences; it is "a constant negotiation of recognition between professional and other societal actors, and one's self" (Wise, 2012, p. 171), and therefore requiring practitioners' to discover a context dependent integration of identities and their influences. This negotiation underscores the importance of meaning creation through individual perception, which informs identity development.

4.2.3 Librarian Professional Identity

Deciding to become a librarian is the first step in bounding this professional identity to the pre-existing identity (Sare et al., 2012). While not the only entrance into the profession (e.g., Bushing, 1995), formal education provides for initial socialisation, internalisation of professional values, and inculcation to a common body of knowledge and professional culture and behavioural norms (Holley, 2016; Hussey & Campbell-Meier, 2016; Sare et al., 2012; Wilkins-Jordan & Hussey, 2014). Professional culture, such as represented through professional associations, provides access to a common identity and cultural norms (Preer, 2006), incorporated to varying degrees by the individual. Professional practice, as a set of behaviours, further defines professional identity through differentiation from other

practitioners and professions (Sare & Bales, 2014; Sare et al., 2012). Over time, this identity becomes more personalised (Fraser-Arnott, 2017b).

Whether positive or negative, critical incidents play a key role prompting identity development and negotiations (Duckett, 2001). This paper understands critical incidents to be defined by two fundamental aspects: they are subject to the criticality assigned to them by respondents; and the conceptualisation of incident may be sufficiently complete or include an on-going, situational element (Angelides, 2010; Pierson et al., 2020a). Such incidents may have a long-term influence on identity (Frye, 2018). How critical incidents are perceived contributes to their effect on identity (Linton, 2016). Perception plays a key role in librarian professional identity negotiations and overall development, both those of practitioners and those of patrons/society, including stereotypes (Pierson et al., 2019). The authors, however, could identify no existing literature addressing the precise nature of dominant influences on individual practitioner perception and behaviour in identity development nor on identity negotiations arising from critical incidents relating to librarian professional identity.

4.2.4 Professional Behaviour

Professional identity influences behavioural and discursive actions (Sundin & Hedman, 2009). Librarianship can be defined by the practice of it (Pierson et al., 2019), highlighting the behaviours which constitute professional practice. On the professional level, when major events become a part of the profession's historical record, they have a lasting impact on the collective professional identity and resulting enacted behaviours (Preer, 2004). For example, the American Library Association's 1936 adoption of policies to support and expand local library services, signalling a shift in professional practice. Efforts in practice were to become more socially engaged, thus influencing professional behaviours (Preer, 2004, p. 145). This exemplar event can be understood as a collective identity enacting a change in behaviour, thus influencing the professional identity from which individual practitioners derive their own. Moreover, to face historic challenges, librarians have had to engage in behaviours associated with lobbyists, publicists, and activists. "Librarians are continually in the process of defining their profession through practice" (Preer, 2006, p. 494), which evolves over time and context. Practice is therefore emblematic of professional behaviours enacted.

On the individual level, the decision of how to label and present one's self to others is an important aspect in professional identity (Fraser-Arnott, 2017a). Awareness of stereotypes can influence behaviour, for example through communication of occupational title. The choice to use a specific title can be influenced by an individual's perception of how it would be interpreted by others (p. 203). This highlights that a sense of affiliation with a profession can be a dominant factor in perception and behaviour for some. Additionally, advocacy is another example of professional behaviour. It is a professional activity reinforcing professional identity wherein positive associations of the library and librarian are evoked, highlighting value through service (Hicks, 2016a). Service can be understood as a "core professional behaviour and hallmark of librarian professional identity" (Pierson et al., 2019, p. 422). Engaging in advocacy behaviours provides value to the patron by highlighting skills of the librarian while centring the practitioner's professional identity within this framework. Making it a central professional behaviour serves to challenge perceptions of the patron and practitioner (Hicks, 2016a, p. 615). Professional behaviour, therefore, can be understood as any behaviour relating to, and within, professional purview and linked with professional identity to some extent; whether in daily practice, association or conference participation or actions, advocacy, etc. (Hicks, 2014a, 2016a; Preer, 2006; Sundin & Hedman, 2009).

4.2.5 Critical Incidents in Identity Development

As a way of exploring the behaviour and effects associated with critical incidents, Flanagan (1954) pioneered the critical incident technique. Participants are provided with a prompt around a specific topic either in their personal or professional lives. This technique provides a method to elaborate on incidents and their effects on behaviour and perception. Some have utilised this technique within the framework of professional identity, illustrating its adaptability and suggesting the deeper influence of such incidents on identity development (Hutchins & Rainbolt, 2017). Critical incidents were originally understood to be a complete occurrence, allowing inference and prediction, whose consequences are unambiguous and thus critical (Flanagan, 1954). Modified definitions emphasise 'critical' and incident as based on the meaning and perception given to them to those who experienced them (Angelides, 2010).

In library and information science research, Linton (2016) highlights the usefulness of exploring the relationship between professional identity and critical incidents. She explores identity development of medical librarians participating in curriculum review. A critical incident approach is not explicitly used, yet the results indicate that, for some in her sample, participation in the curriculum review developed their professional identity in some way. Duckett (2001) similarly suggests the usefulness of exploring critical incidents in professional identity development. While her case study of practitioners volunteering in libraries in South Africa did not use a critical incident technique, it highlights the influence of significant experiences. In each new experience, extant identity is carried through and such experiences are evaluated based on past experiences. These new experiences then inform subsequent identity development. Frye (2018) utilizes a critical events approach to explore the influence of such events on the professional identity. For her sample of early career school librarians, these events tended to impact motivation to continue or contribute to a more defined conceptualisation of individual professional identity. As suggested above, critical incidents play a role in identity development. Others, however, have linked such incidents to world- and self-view, thus indicating an influence on perception as grounded through identity (Pierson et al., 2020a). The subsequent influences of critical incidents have been linked to perception through metaphors (Pierson et al., 2020a). Metaphors articulate understanding and participation within a reality and illustrate explicit and implicit understanding thus highlighting conceptualizations within a world- and self-view (Lakoff & Johnson, 1980). While linked to perception, the authors could identify no existing literature addressing the precise nature of identity negotiations arising from critical incidents. This paper, therefore, examines dominant influences on individual practitioner perception of their professional identity development as well as specific to their professional behaviour. This paper also reports on the identity negotiation process prompted by critical incidents.

4.3 Research Questions

This paper is guided by the following research questions:

1. How does practitioner understanding of influence on professional behaviour feature in identity development of practicing public librarians?
2. How does practitioner understanding of influence on perception feature in identity development of practicing public librarians?
3. How do critical incidents feature in identity negotiations of practicing public librarians?

4.4 Methodology

This paper draws on a wider research project examining the professional identity of public librarians in Aotearoa New Zealand. Phase 1 utilised a questionnaire administered fully online between November 2018 and January 2019. The questionnaire included a section eliciting critical incidents, as incidents having influenced their identity as librarians and the meaning they ascribed to them. This paper focuses specifically on discussion of the critical incident questions, which were:

1. Think of an important event or events that has/have impacted your identity as a librarian. Please describe the event(s).
2. Please elaborate on what specifically made the event(s) impactful to your identity as a librarian.

Phase 2 consisted of in-depth semi-structured interviews with forty practicing public librarians. Interviews were conducted from March to September 2019 and a semi-structured interview guide was developed from aspects of the Librarian Professional Identity Continuum (Pierson et al., 2019). Interviews allowed participants to reflect on their professional identities and elaborate on the open-ended responses they gave in the questionnaire. Specifically, discussion of the critical incidents participants presented in their questionnaire responses formed one of two central parts of discussion in interviews. Researcher interpretations of the themes were verified or extended by participants. When discussing the critical incidents, participants were asked the following questions:

1. Why was this the critical incident you thought of when responding to the question?
2. How do you think it influenced how you see yourself as a librarian?
3. Why do you think it influenced you the way it did?

Initial responses to these questions concluded with sentiment verification by participants; i.e., whether the critical incident was perceived to be positive, negative, or expressing aspects of both positive and negative. Once verified, participants were asked in the interview setting to provide another critical incident of the opposite sentiment and the above questions were repeated. Where incidents displayed aspects of both positive and negative sentiment, another critical incident was elicited in a general way. Sentiment assessment of the critical incidents in interviews confirmed sentiment analysis of those provided in the questionnaire. Prompting of additional critical incidents in interviews also allowed for deeper exploration of identity negotiations, offering comparison of identity negotiations based on sentiment.

The second central part of discussions centred on, in part, individual perception of influences on professional identity. Participants were prompted to elaborate on perceived influence on professional identity behaviour, whether they 'brought' their pre-existing self or enacted a developed identity into their professional identity; and perceived influence on the perception of their professional identity, whether they viewed their perception or others' perceptions as more influential on the development their identity as a librarian. The researcher transcribed all interviews. Analysis of all qualitative data adopted the inductive approach. NVivo was used to code and query interview data. Excel was used for additional coding arising from NVivo queries and to arrange notations resulting from those queries. This paper reports the findings from the qualitative analysis of these interviews as they relate to librarian professional identity development and negotiation.

4.5 Findings

Note that *Findings* will only focus on the forty interview participants. Discussion of results will be inverted from the procedure outlined in *Methodology* to facilitate ease of understanding.

4.5.1 Respondent Demographics

The majority of the interviewed sample (n=40) were New Zealand European (32, 80%), and of New Zealand nationality (33, 82.5%), revealing a predominantly homogenous sample. This sample also included representation from those from culturally diverse

contexts, such as Māori, North/South American, and European. Due to scale and location of the population under study, reporting specific ethnicities and nationalities beyond the above would risk confidentiality. Table 4.1 outlines gender and age demographic information. Table 4.2 outlines factors relating to respondent entry into librarianship. Table 4.3 outlines role and professional context at time of respondent reporting. These tables provide demographic information contextualising respondents and situating the data provided.

Table 4.1

General demographics of respondents

		Respondents	Percentage
Gender	Female	37	92.5%
	Male	3	7.5%
Age Range	18-24	2	5%
	25-34	4	10%
	35-44	5	12.5%
	45-54	13	32.5%
	55-64	12	30%
	65-74	4	10%

Table 4.2

Respondent entry into librarianship

		Respondents	Percentage
Entered librarianship from another profession	Yes	21	52.5%
	No	19	47.5%
Held library qualification with first library position	Yes	3	7.5%
	No	37	92.5%
Worked outside public library subsector	No	17	42.5%
	Yes	23	57.5%
Previous library subsectors ¹	Academic	10	25%
	Business	1	2.5%
	Ministerial	2	5%
	National	6	15%
	School	8	20%
	Special/Other	8	20%

¹ 3 respondents indicate three previous subsectors; 8 respondents indicate two previous subsectors

Table 4.3

Respondent contexts within librarianship

		Respondents	Percentage
Library and information science/studies qualification(s) ¹	Sub-degree level ⁴	13	32.5%
	Degree level	7	17.5%
	Postgraduate or higher level	19	47.5%
	No professional qualifications	1	2.5%
Professional Association Registration (RLIANZA) ²	Yes	18	45%
	No	15	37.5%
Years worked in librarianship ³	0-5	3	7.5%
	6-11	6	15%
	12-17	11	27.5%
	18-23	3	7.5%
	24-29	9	22.5%
	30-35	4	10%
	36+	4	10%
Hours per week worked ³	21-30	6	15%
	31-40	24	60%
	41+	9	22.5%
Library setting ³	Urban	24	60%
	Suburban	6	15%
	Rural	9	22.5%
Association membership	Yes	33	82.5%
	No	7	17.5%

¹ 4 respondents indicated two or more qualifications; ² 7 respondents did not answer; ³ 1 respondent did not answer; ⁴ 1 respondent in this group also indicated they were currently pursuing an additional LIS qualification

4.5.2 Understanding of Influences on Behaviour

In interviews, respondents were asked to elaborate on their perceptions of influences on their behaviour. Specifically, they were asked which perceived influence was dominant, 'bringing' their pre-existing self into their professional identity or enacting an identity developed over time in the profession. This question was elicited in order to understand whether practitioners perceived a dominant influence on their professional identity through either their pre-existing or professional identity and whether such an influence could be readily recognised. Dominant influences is understood as respondent

understanding of the strongest aspect they understand to influence their professional identity, for both their individual perception of their professional identity and social factors influencing their professional behaviour as it relates to this identity. Results indicate, with equal frequency, two predominant tendencies: bringing the pre-existing self into a professional identity; and both bringing the pre-existing self along with enacting a developed identity. These tendencies indicate influences on professional behaviour.

For example, Respondent K2 illustrates *bringing the pre-existing self into professional identity*. They acknowledge “levels of appropriateness” and therefore boundaries on behaviour. They are candid, however, when admitting “I want to do things my way.”

I think probably bringing, bringing myself in... I do want to be honest, I do want to be myself. I don't wanna have to hide. I mean obviously there are different levels of appropriateness and different things for different situations. But overall, I'd always want to, and am, myself and even more so now. I want to do things my way.

Respondent R4 illustrates *both bringing pre-existing self and enacting a developed identity into professional identity*.

It's a bit of both, really... 'cause, obviously there's a large part of me coming out, you know? When I'm using my personal knowledge and using my humour to deal with a lot of people. But you have got that library studies and your experience in libraries. You've got that long tradition behind you. And that public service and the polite face is all behind you and all our stuff we learn at library school and the degree before that, that all sort of influences how you're looking at their questions and how you can answer them.

They also acknowledge bringing some parts of their self into work. They contrast, however, from Respondent K2 by drawing on a “long tradition” of library studies. By doing so, Respondent R4 situates their identity within this “long tradition”, indicating an influence on that identity and, therefore, behaviour. This dynamic further indicates an influence in the co-constructed relationship with patrons: “how you're looking at their questions and how you can answer them.”

A small number of respondents (3) indicated *enacting a developed self* as dominant, i.e., their sense of their professional identity which has developed over time in practice. For example, Respondent P2: “Yeah, it's fulfilling a role or a need with skills.” Thus, practitioner

perception of influences on behaviour are emphasised as grounded in identity and influencing behaviour.

4.5.3 Understanding of Influences on Perception

Respondents were also asked to elaborate on their perceptions of influences on their perceptions. Specifically, they were asked whether they viewed their self- or others' perceptions of their identity as a librarian as more influential on their professional identity development. This question was elicited to understand whether practitioners perceived a dominant influence on their perception of themselves as practitioners and whether such an influence could be readily recognised. Results indicate two predominant tendencies: self-perception as more influential; and both self- and others' perceptions as more influential to professional identity development. The first tendency was most frequently cited, while the second was cited half as frequently. These tendencies also suggest influences on individual perception and behaviour.

For example, Respondent P1 illustrates *self-perception* as more influential, highlighting their interests and passions as shaping their organisational role.

I think I have tended to evolve the job to suit me and my interests and passions. I mean, before I started as children's librarian, none of the children's librarians were doing [programming]. I started doing [programming] and they said 'oh, that's a good idea.' So now they all do [programming]. So, I've sort of moulded it.

They illustrate this by articulating how they modified the role according to their perception of self, clearly stating "...I have tended to evolve the job to suit me..." and "...I've sort of moulded it", rather than it moulding them. These actions in professional practices are thereby situated within their own identity perceptions. In "moulding" the position to their interests, they illustrate their identity understanding as taking precedence and influencing professional behaviour.

Respondent N2, however, offers contrast illustrating *both self and other's perceptions* as influential:

I mean, some of it's myself, how I see myself. But a lot of it is probably the influence of mentors and people who have trained me and shown me what to do, and what their attitudes and behaviours have been. And if I've respected them and what they've done, then of course you will, probably subconsciously, pick up on those things that you've liked about them... or the behaviours that they've done. It'll come to form part of your own... skill set, your own way of looking at things. It's not in isolation. 'Cause you'll do what you[re] doing, and then meet someone and don't like the way they're doing it, and say 'well, I'm gonna do it this way, it's more effective, I'll get a better result'. But otherwise...you can understand why they're doing it and how it worked, and work your way through, finding your method of doing it.

They discuss the impact of such influences as mentors on their behaviour, and subsequent identity development over time. Here, this influence is indicated by comparison of skill set and methods with other practitioners, whose judgments are influenced by a mentor.

A small number of respondents (3) indicated *others' perceptions* as more influential, for example Respondent C3. Thus, dominant influences on practitioner perception are emphasised as grounded in identity and influencing perception.

I think it has been influenced more by the people that I work with... I think that what's developed and changed me, is the people that I've worked with and the fact that we've questioned each other and worked with each other and discovered things together, and that was in that 25-year block. [M]ost of us stayed there a long time, so we got to know each other really well, so therefore we were prepared to question each other and challenge each other on what our thinking was and why did we think that...

4.5.4 Critical Incidents as prompting identity negotiations

Critical incidents have previously been demonstrated to influence world- and self-view as presented through metaphors (Pierson et al., 2020a). Critical incidents also impact individual perception as grounded in identity (e.g., the open-ended questions presented in the questionnaire). While this finding demonstrates impact on professional identity development, it does not provide a granular understanding of the negotiation process inherent in the influence on perception.

When participants were prompted as to why they provided the incident they did (i.e., why do you think that was the incident you thought of?), respondents consistently indicated an affective response as closely associated with the nature of its influence.

Affective responses varied by the perceived sentiment of the critical incident itself, creating a sliding scale from general or specific, and positive to negative accounts of affective states. Affect is suggested as a primary reason why particular critical incidents come to mind first; for respondents this is attributable to how the critical incident made them feel, indicating affect as an entry point to subsequent identity negotiations. This is demonstrated in Table 4.4.

Table 4.4

Affective response

Respondent A4 Positive Critical Incident	Respondent R1 Negative Critical Incident
“Yeah, so why I think about that is... I think it was a very touching moment... that that kid ask[ed] about that.”	“Because he got really aggressive, so it was quite unpleasant...continuing to come into the library and so I was quite wary. And I was very wary from the other staff just to make sure that they didn’t have an experience like that with him. And it’s probably the most unpleasant experience I’ve had in my current job...”

When participants were prompted for perceived nature of the influence of incidents (i.e., how do you think it influenced you the way it did?), respondents indicated a direct influence on perception of their identity. Positive incidents tended to affirm the already existing perception of the identity. Affirmation was closely followed by indications of discovery and/or growth of a facet of the identity. Discovery can be understood as being made aware of some new or previously unknown facet of the practitioner’s identity, such as discovery of an under-developed skill set. Growth can be understood as further development of an already known facet of identity, such as developed confidence to self-identify as a librarian. This indicates that while an identity can be affirmed, it is not stagnant. Other examples from the data of facets of identity that participants discovered or were enhanced include desire to enact different behaviours from those experienced in the past, such as with negative incidents; a discovered pride in being a librarian; a strengthening of pride in being a librarian; and legitimacy of being a professional as linked to a body

knowledge and qualifications. With each positive experience influencing identity comes growth and/or discovery of some new or different facet of identity. Discussions of positive incidents affirming the pre-existing conceptualisation of identity often indicated a co-occurrence with development which supported affirmation; for example, Respondent A5 illustrates this dynamic through a sense of validation. This was either through action or perception, thus reinforcing perceived value of certain professional behaviours.

I think it's validated that...you enrich people's lives by what you're doing. And, sometimes you wonder if you really do.... I think it does validate a lot of the other stuff that you do, that you're never quite sure what the effect it has, but I think... it does positively impact people's lives, being able to talk about reading and shared experiences and things like that.

Negative critical incidents showed a similar dynamic, where discovery of an identity facet was often cited, followed by growth, and affirmation of identity. Another example from the data of facets of identity that participants discovered or were enhanced include a sense of limitation for professional opportunities due to lack of library or related qualification, regardless of the qualifications held. The dynamic associated with negative critical incidents also demonstrates that with such experiences comes growth and/or discovery of some new or different facet of identity. Negative incidents were, however, also more associated with undermining, eroding, or acting as a barrier to the identity, for example, Respondent S2:

[I]t kind of made me doubt a little bit, you know? Am I just old hat, rehashing old things, am I the old woman who wants to be in charge of everything and really a bit past it and things like that?...[It made me doubt my] relevancy and capability and up-to-dateness (sic)...I did stop and think 'is it time for me to move on? Is it time to, to go and find something else? Am I right for this?' So, it does, yeah, amazing how one thing can kind of get you thinking in a different way.

This dynamic suggests that incidents perceived to be negative do have the potential to undermine an identity and are more likely to do so rather than positive critical incidents. It is the perception of the incident, however, which informs the course of identity development. This further indicates that an individual's pre-existing and professional

identities are in ever precarious connection with each other, and their relationship is subject to the meaning ascribed to the incidents which impact their connection over time. For example, continuing with Respondent S2:

And it's like, 'ok, right, no. I know this is the right thing', so...[the doubt] didn't stay, no. There's still probably a little niggle at the back, but, I think that all of us have had little niggles of doubt about things.

They immediately follows up with expressing rejection of the doubt which undermined their professional identity, indicating that it "didn't stay" and similarly acknowledging "...I think that all of us have had little niggles of doubt...". Respondent S2's rejection of the undermining of identity illustrates that the incident, while critical, did not meet a threshold by which to create a lasting sense of undermining, rather reasons that such feelings of doubt are shared among others.

Negative incidents, however, also prompted discovery of some facet of identity, indicating that negative incidents can encourage this specific aspect of identity negotiations. This highlights the importance of the meaning ascribed to the incident and subsequent influences on identity. Of note, negative incidents tended to be more associated with affirmation of identity rather than undermining. This finding supports the assertion that it is not the nature of the event alone which dictates its influence on identity negotiations, but also the individual's perception of it over time, as illustrated by Respondent C2:

I think in a situation like that you do end up...evaluating, reevaluating where you are. When people challenge you, you do question whether your decision-making is sound. But then you sort of come out the other side having been through it, the processes of self-criticism, thinking 'ok, no, I did make the right decision, I did behave in a way that was professional and adult' and so on. I didn't get the outcome that maybe I would have liked, but, the end of the day, it doesn't really matter that much... carry on. And so in terms of maybe denting my, sort of, confidence as a librarian, it didn't really have an effect at all. It was a minor irritant. It didn't cause me to, you know, adjust the view I had of myself as a librarian.

When participants were prompted for reasons for the influence of incidents (i.e., why do you think it influenced you the way it did?), they reiterated reasoning with its connection to particulars of practice. This finding supports previous theorising where

professional identity has, at its core, practice itself (Pierson et al., 2019). Most frequently, positive incidents tended to affirm the existing identity perception, followed by a growth prompt and/or discovery of some new facet.

By frequency, analysis of perceived reason for influence indicates negative incidents prompt discovery of some new facet and/or by a growth prompt. The analysis also revealed a tendency for negative incident to be more likely to undermine identity than to affirm it. This suggests a contradiction between the nature of influence of such incidents and the perceived reason for its influence. Contradiction, however, is a common feature of identity negotiations and perceptions (Lawler, 2014), but this contradiction is more suggestive of the perception of such incidents over time, as respondents mainly discussed past incidents, oscillating between past and present perceptions. This finding similarly indicates ascribed meaning is subject to change over time.

Respondents indicated that the sentiment they ascribed to critical incidents tended to play a role in why the incidents influence identity. As linked to the above findings, this is further illustrated by the negotiation tendencies of incidents: positive incidents predominately tend to affirm exiting professional identity while including prompts toward discovery and/or growth of identity; and negative incident are more associated with undermining of identity, while similarly including prompts toward discovery and/or growth of identity. However, the outcomes of negative incidents and their aftermath tend more frequently to be identity affirmation.

These outcomes may not necessarily be the first nor only which result, however. While it is present throughout, affect is suggested to be at its most influential at the beginning of identity negotiations prompted by an incident, thus acting as an entry point to identity negotiations. Affective response eventually gives way to discovery and/or growth of identity facets. The meaning ascribed to the incident by the respondent will inform the outcome, as ether undermining or affirming their perception of their professional identity perception. Both affective response and meaning ascribed, however, may change over time, prompting an additional iteration(s) of this process, as is illustrated by Respondent J1:

I mean it was horrible... I certainly didn't stand up to her on the outside, but I knew on the inside that she was wrong. I believed in myself. By that stage, I believed in myself strongly enough to know that what and how she saw me was not the real me, professionally or as a person. So yes, I got out of that situation because it'd be pretty silly to stay there. But I came out of it, I think stronger than...would've been. In fact, I look back on it now and I think 'gosh, that was the most wonderful thing that ever happened.'... In a sense, because I grew personally through it so much. I mean, I saw things in myself that I could improve on as a result and that was good. I'm sure I'm a better person for it now.

4.6 Discussion

Respondent tendencies to rely on self-perceptions alone or in combination with other factors underscores the primacy of self-perception within professional identity development and resulting behaviour. Some respondent observations could be regarded as outliers. A small minority indicated, respectively, enacting a develop identity (e.g., Respondent P2's statement "Yeah, it's fulfilling a role or a need with skills.") and others' perceptions as more influential on identity development (e.g., Respondent C3's statement "I think it has been influenced more by the people that I work with... I think that what's developed and changed me"). These responses suggest, however, relational degree of affiliation with a collective professional identity. Professional identity results from self-perception and the relation of a practitioner's self to a collective occupation, influencing behavioural and discursive actions (Sundin & Hedman, 2009). Individual relation or affiliation to the collective profession suggests that practitioner understanding of membership is by degree. Thus, relational degree affiliation can be understood to refer to this dynamic. This finding indicates that while this minority occurrence may be found in practice, it is unlikely as a dominant tendency, thus requiring further scrutiny.

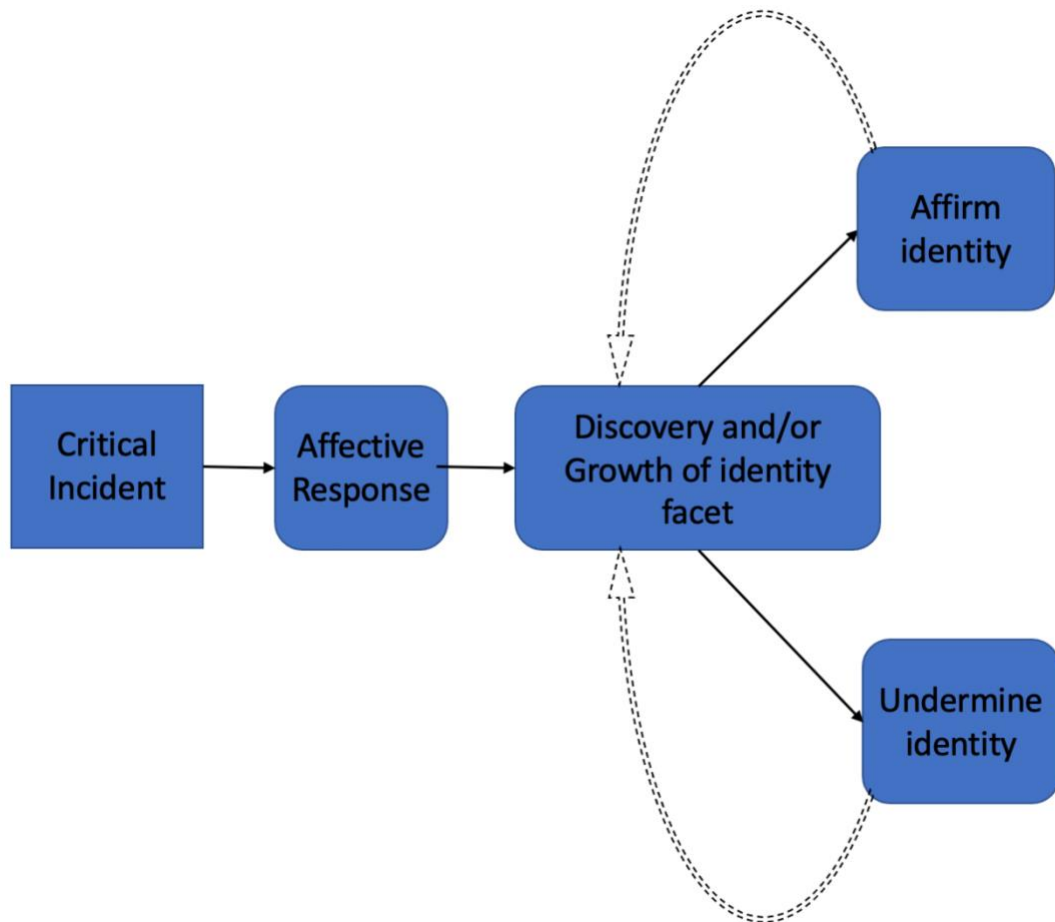
It is further suggested that the dominant influence on an individual practitioner's perception will moderate the meaning ascribed to, and perception of, a critical incident. As moderating aspects, these dominant influences are also suggested to have a key role in the subsequent negotiation process. This relationship is particularly supported by respondent understanding of influence on their perceptions. As the majority highlight their self-perception as most influential, and the second largest representation emphasise their self-perception in conjunction with others', it is suggested that public library practitioners' own perceptions of critical incidents play an influential role in identity development. Embedded

within this developmental process are negotiation processes that emphasise the importance of individual perception in identity, its development, and its subsequent effects on behaviour, as outlined by Respondents P1 (“I think I have tended to evolve the job to suit me and my interests and passions”) and N2 (“I mean, some of it’s myself, how I see myself. But a lot of it is probably the influence of mentors and people who have trained me and shown me what to do, and what their attitudes and behaviours have been”). When coupled with the tendency to increasingly personalise professional identity over time (Fraser-Arnott, 2017b), practitioner understandings of dominant influences on individual behaviour and perception play a key role in professional identity development over time. These influences, however, may be subject to change over time.

Results additionally indicate that critical incidents prompt a specific identity negotiation process, supporting and expanding on previous work (Duckett, 2001; Frye, 2018; Linton, 2016). Figure 4.1 outlines this process, read from left to right, here identified as the Critical Incident Negotiation Process. This figure outlines how, when an incident occurs which meets an individual threshold for criticality, it will provoke an affective response which acts as an entry point to identity negotiations related to that incident. This response leads to discovery and/or growth of some facet of identity, for example validation. Discovery and/or growth of identity facets may or may not co-occur. This process results in an identity outcome as the respondent discerns whether these initial conclusions affirm or undermine their perception of their professional identity. Perception of and meaning ascribed to these incidents and their outcomes, however, may change over time. This change prompts an additional iteration(s), whose subsequent identity outcomes similarly affirm or undermine contemporaneous identity perception. Thus, this process can be understood to clarify the state of blurring relative to critical incidents, as theorised by Pierson et al. (2019).

Figure 4.1

Critical Incident Negotiation Process



Based on the fundamental concepts discussed above, three theoretical propositions are outlined relating to librarian professional identity and critical incident negotiations.

- Proposition 1: The dominant influence on individual practitioner behaviour will influence professional behaviour.
- Proposition 2: The dominant influence on individual practitioner perception will influence perception of the profession, practice, and the self within it.
- Proposition 3: In most cases, practitioners will first rely on their own perceptions of their professional identity and its dominant influences to guide identity negotiations prompted by critical incidents.

4.7 Limitations and Future Research

Certain limitations must be acknowledged. First, transferability. This paper reports on responses to questions posed to public librarians in one country within a particular timeframe. Additionally, the Critical Incident Negotiation Process is a specific process, focusing on practitioner responses to critical incidents within the profession. Future research could investigate the applicability of the process to other prompts to identity negotiations. Additionally, theoretical propositions are offered relating to librarian professional identity and critical incident negotiations which are untested. Future research should test these propositions in other library, locational, and temporal contexts.

4.8 Conclusion

This paper presented results from forty interviews with practicing public librarians in New Zealand. It has presented findings related to dominant influences on practitioners' understanding of behavioural and perception influences on professional identity development. Findings demonstrate that these perceptions feature in identity development over time. Findings further report on the specific identity negotiation process prompted by critical incidents, the criticality of which is reliant on individual perception of the incident in relation to professional identity. This specific process is identified as the Critical Incident Negotiation Process. Finally, this paper offers three theoretical propositions relating to librarian professional identity.

This paper also outlines important future research. Namely, further investigation into the Critical Incident Negotiation Process and its wider applicability. Similarly, further investigation is needed on the three theoretical propositions concerning librarian professional identity negotiations. In discussions of the definition and fit of the librarian and the library in the communities and societies they serve, it is fundamental to consider and examine the role of librarian professional identity in these co-constructed relationships.

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Chapter 5:

The role of identity negotiations and
perceived degree of identity separation
for professional identity construction of
public librarians in Aotearoa New Zealand

Chapter 5: The role of identity negotiations and perceived degree of identity separation for professional identity construction of public librarians in Aotearoa New Zealand

Abstract

Introduction. *This paper reports findings from interviews with practicing public librarians. It outlines three key themes which moderate librarian professional identity and introduces the Relational States of Librarian Professional Identity. This paper also offers a theoretical framework of identity negotiations with theoretical propositions relating to librarian professional identity development.*

Methodology. *Forty in-depth semi-structured interviews were conducted with forty practicing public librarians throughout Aotearoa New Zealand. Interviews were analysed with an inductive approach. NVivo was used to code and query interview data. Excel was used for additional coding arising from NVivo queries and to arrange notations resulting from those queries.*

Results. *Results demonstrate identity negotiations as grounded in perceptions of profession through meaning ascribed to the profession and its manifestations (professional associations, etc.), respectively; and perceptions of practice as related to organisational/institutional contexts. Results also report on the Relational States of Librarian Professional Identity, outlining variations of individual affiliation with the profession. Six theoretical propositions are offered.*

Conclusions. *Results develop a more granular and holistic understanding of librarian professional identity, its negotiations and variations. Six theoretical propositions outline the relationship of the three themes moderating librarian professional identity and the Relational States of Librarian Professional Identity to this identity and its negotiations.*

5.1 Introduction

The relevance, definition, and fit of the library in modern and future society has been subject to various discussions (e.g., Bak, 2002; Bennett, 1988; Harris, 1992). Fundamentally, these are discussions of identity in a changing professional and societal context. For example, external change may impact on the collective, professional identity from which practitioner identity itself is derived (Stauffer, 2014). Examination of professional identity allows for exploration of practitioner behaviour in a service-oriented profession. Librarians, as the personifications of the library-as-institution (Hicks, 2016b), co-construct relationships with individual patrons and communities, suggesting that societal perception is influenced to some extent by interactions with librarians.

In particular, public librarians have more contact with a wider cross-section of society than counterparts in other library types (Kane, 2008). Public librarianship is characterised by the need to understand and accommodate social changes, such as new information behaviours and changing demographics. While the public librarian and library are uniquely situated in society, there is a paucity of literature focusing specifically on the professional identity of public librarians. This paper reports findings from interviews with

forty practicing public librarians in Aotearoa New Zealand. It outlines three broad themes which moderate librarian professional identity and discusses the variable affiliations within the profession by introducing the Relational States of Librarian Professional Identity. Finally, it presents a theoretical framework of identity negotiations with theoretical propositions relating to librarian professional identity development.

5.2 Literature Review

5.2.1 Identity

A sociological view of identity posits it as socially produced in a dynamic process over time and environment (Lawler, 2014). Identity encompasses what is presented to others and the inner-world of the self (Lawler, 2014; Mead, 1934). The meanings ascribed to interactions with social influences operate as a key catalyst for the iterative process of identity formation and negotiation. The use of the term 'identity' is a convenience as multiple manifestations of an individual's identity exist in a complex, interconnected relationship characterized by perception and negotiation (Lawler, 2014, p. 7). The iterative nature of identity highlights it as processional and as composite. One's perception of self coexists with others' perceptions of it; these perceptions are not identical and exist in a complex relationship (Lawler, 2014). Thus, identity negotiations over time are pivotal for the development of an individual's identity. While a 'normal' state of identity is debated, the perception of a normative process or identity persists within modern discussions. Collective identities, from which individual identities are derived and within which they participate, are often framed and interpreted relative to a normative definition of that identity (Lawler, 2014, p. 170). For example, when variation occurs, this normative definition becomes more apparent, further compounding identity negotiations relative to perception of a normative understanding.

5.2.2 Professional Identity

A profession offers a context in which a distinct identity is developed. Professional identity is the product of the impact the organisational and/or professional life has had on one's understanding of self within its context (Whyte, 1956/2002). This identity forms from the foundation of the pre-existing identity (Trede et al., 2012). It results from self-

perception and the relation of a practitioner's self to a collective occupation, influencing behavioural and discursive actions (Sundin & Hedman, 2009). Individual relation to, or affiliation with, a collective suggests that practitioner understanding of membership to a profession is by degree. This dynamic is understood as relational degree affiliation (Pierson, 2020a)

Professional identities are influenced by and contribute to the construction of social practices through behaviour (Sundin & Johannisson, 2005), perceiving, acting toward, and constructing certain contextualities. Participation through forms of communication within a profession, such as through association bodies, acts both to reinforce a collective conceptualization of a shared identity and contributes to its creation (Sundin & Johannisson, 2005, pp. 38-39). Socialization into a profession informs this identity by conveying collective values and status quo behaviours. Behaviours express the degree of affiliation to the profession, enacting the extent to which these values and expectations have been adopted and in what way. This dynamic indicates negotiation over time between one's perception of pre-existing and professional identities relative to professional and social influences (Wise, 2012). It is "a constant negotiation of recognition between professional and other societal actors, and one's self" (Wise, 2012, p. 171), requiring practitioners' to integrate these identities according to their respective contexts. This negotiation underscores the importance of meaning creation through individual perception, which informs identity development.

5.2.3 Librarian Professional Identity

While not the only entrance into the profession (Bushing, 1995), formal education provides for initial socialisation, internalisation of professional values and inculcation to a common body of knowledge and professional culture (Holley, 2016; Hussey & Campbell-Meier, 2016; Sare et al., 2012; Wilkins-Jordan & Hussey, 2014). Professional culture, such as professional associations, provides access to a common identity and cultural norms (Preer, 2006), adopted to varying degrees by the individual. Professional practice further defines professional identity through differentiation from other practitioners and professions (Sare & Bales, 2014; Sare et al., 2012). Over time, this identity becomes more personalised (Fraser-Arnott, 2017b). As an additional dynamic, societal perception also plays a key role in librarian professional identity negotiations and development, including stereotypes

(Pierson, 2020a; Pierson et al., 2019). Perceptions of practitioner personal affiliations with the profession have been found to vary according to individual (Fraser-Arnott, 2017a).

Critical incidents play a key role in prompting identity negotiations and may have a long-term influence on identity (Duckett, 2001; Frye, 2018). When a librarian professional identity is prompted to develop in a variant way, a new identity may emerge or accommodation of other identities may occur. For example, accommodation of the teacher identity alongside the librarian identity may have various forms (Austin & Bhandol, 2013; Wheeler & McKinney, 2015). These elements highlight individual perception and ascribed meaning in identity development. They also outline a fundamental assumption in which professional identity is developed according to individual practitioners' principles (Wise, 2012). This suggests that as a profession shares certain principles through values, etc., professional identities may share some degree of homogeneity; and that as personal principles may vary, this introduces an element of heterogeneity. The author, however, could identify no literature offering an in-depth examination of degrees of individual affiliation of practicing public librarians within the library profession nor any studies outlining the role of individual practitioner perception of profession and practice in professional identity negotiations of public librarians.

5.2.4 Critical Incident Negotiation Process

Some authors do, however, offer an examination the specific identity negotiation process resulting from critical incidents as related to professional identity. Flanagan (1954) pioneered the critical incident technique as a way of exploring behaviour and effects associated with critical incidents. The Critical Incident Negotiation process (Pierson, 2020a), describes how such incidents first provoke an affective response, which prompts discovery and/or growth of some facet of identity, for example validation. Discovery and/or growth of identity facets may or may not occur simultaneously. The practitioner perceives initial conclusions resulting from discovery and/or growth as an identity outcome. This outcome will either affirm or undermine professional identity. Over time, perception of and meaning ascribed to these incidents and their outcomes may change. This change prompts an additional iteration(s), whereby subsequent identity outcomes similarly affirm or undermine contemporaneous identity perception.

It has been theorised that dominant influences on perception and behaviour, and a reliance first on individual practitioner professional identity, will guide the identity outcomes resulting from negotiations prompted by critical incidents (Pierson, 2020a). This process, however, does not account for the context in which public librarian professional identity negotiations take place nor how individual practitioner affiliation with the profession is similarly embedded within the wider identity development process. The author could identify no literature addressing these points. This paper reports on how perceptions of the profession and professional practice feature in identity negotiations of practicing public librarians. It also reports on variations of practitioner affiliation with the profession as understood through professional identity. Finally, it will discuss how the critical incident negotiation process features in the wider identity negotiation process.

5.3 Research Questions

This paper is guided by the following research questions:

1. How do perceptions of profession and practice feature in identity negotiations of practicing public librarians?
2. What are the variations in individual practitioner affiliation with the profession of librarianship?
3. How do the variations in individual practitioner affiliation with the profession of librarianship feature in identity negotiations of practicing public librarians?
4. How does the critical incident negotiation process feature in the professional identity negotiation framework for practicing public librarians?

5.4 Methodology

This paper draws on a wider research project. Phase 1 administered a questionnaire that included a section with open-ended questions. Critical incidents were elicited, as incidents having influenced their identity as librarians and the meaning they ascribed to them. For further discussion of this particular aspect of the wider research project, see (Pierson et al., 2020a). Phase 2 consisted of in-depth semi-structured interviews with forty practicing public librarians in Aotearoa New Zealand. Interviews were conducted from March to September 2019 and the structure of the interview guide was developed from the Librarian Professional Identity Continuum (Pierson et al., 2019). Participants were purposefully chosen based on their responses to the open-ended questions in the

questionnaire and their willingness to be interviewed, indicated by the final question of the questionnaire. Interviews allowed participants to reflect on their professional identities and elaborate on the open-ended responses they gave in the questionnaire. Specifically, critical incidents formed a key part of the interviews. Another key part of discussions focused on, in part: ascribed meaning of librarianship, “...that which defines the practice and the linguistic expressions thereof, outlining the meaning given to it and therefore the sense-making process of a collective” (Pierson et al., 2019, p. 419), signifying the individual practitioner’s meaning assigned to the profession; and relation between pre-existing and professional identities, though the concept of relational degree affiliation (Pierson, 2020a). Participants were prompted to elaborate on what it means to them to be a librarian; a practitioner within a profession; and the relationship between their pre-existing and professional identities, whether they perceived a separation. The researcher transcribed all interviews. Analysis of all qualitative data adopted the inductive approach. NVivo was used to code and query interview data. Excel was used for additional coding arising from NVivo queries and to arrange notations resulting from those queries.

5.5 Findings

Note that *Findings* will only focus on the forty interview participants.

5.5.1 Respondent Demographics

In the questionnaire, fifty-three respondents indicated willingness to participate in follow-up interviews. Fifty-two were contacted to arrange a meeting, of which forty interviews were conducted (75%, n=53). The majority of the interviewed sample (n=40) were New Zealand European (32, 80%), and of New Zealand nationality (33, 82.5%), revealing a predominantly homogenous sample. This sample also included representation from those of culturally diverse contexts, such as Māori, North/South American, and European. Due to scale and location of the population under study, reporting specific ethnicities and nationalities beyond the above would risk confidentiality. Table 5.1 outlines gender and age demographic information. Table 5.2 outlines factors relating to respondent entrance into librarianship. Table 5.3 outlines role and professional context at time of

respondent reporting. These tables provide demographic information contextualising respondents and situating the data provided.

Table 5.1

General demographics of respondents

		Respondents	Percentage
Gender	Female	37	92.5%
	Male	3	7.5%
Age Range	18-24	2	5%
	25-34	4	10%
	35-44	5	12.5%
	45-54	13	32.5%
	55-64	12	30%
	65-74	4	10%

Table 5.2

Respondent entry into librarianship

		Respondents	Percentage
Entered librarianship from another profession	Yes	21	52.5%
	No	19	47.5%
Held library qualification with first library position	Yes	3	7.5%
	No	37	92.9%
Worked outside public library subsector	No	17	42.5%
	Yes	23	57.5%
Previous library subsectors ¹	Academic	10	25%
	Business	1	2.5%
	Ministerial	2	5%
	National	6	15%
	School	8	20%
	Special/Other	8	20%

¹ 3 respondents indicate three previous subsectors; 8 respondents indicate two previous subsectors

Table 5.3

Respondent contexts within librarianship

		Respondents	Percentage
Library and information science/studies qualification(s) ¹	Sub-degree level ⁴	13	32.5%
	Degree level	7	17.5%
	Postgraduate or higher level	19	47.5%
	No professional qualifications	1	2.5%
Professional Association Registration (RLIANZA) ²	Yes	18	45%
	No	15	37.5%
Years worked in librarianship ³	0-5	3	7.5%
	6-11	6	15%
	12-17	11	27.5%
	18-23	3	7.5%
	24-29	9	22.5%
	30-35	4	10%
	36+	4	10%
Hours per week worked ³	21-30	6	15%
	31-40	24	60%
	41+	9	22.5%
Library setting ³	Urban	24	60%
	Suburban	6	15%
	Rural	9	22.5%
Association membership	Yes	33	82.5%
	No	7	17.5%

¹ 4 respondents indicated two or more qualifications; ² 7 respondents did not answer; ³ 1 respondent did not answer; ⁴ 1 respondent in this group also indicated they were currently pursuing an additional LIS qualification

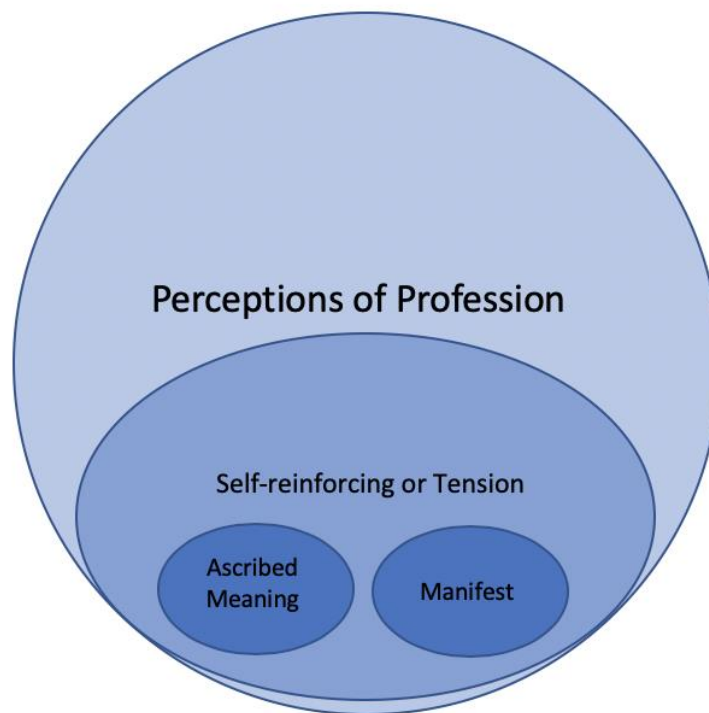
5.5.2 Moderators of Professional Identity Negotiations

Two key themes were identified from the discussions around identity development during the interviews. The first theme, perceptions of profession, is comprised of two components. The first component, perceptions of the profession through ascribed meaning, arose from explicit elicitation on practitioners' individual meaning given to being a librarian. Meaning ascribed to the profession could not be extricated from responses on being a member of the profession. These responses offered perception of profession through ascribed meaning to it and self within it. The second component of the first theme is

perception of profession through its manifestations. Professional manifestations can be understood to embody abstract aspects of the profession, such as its culture. For example, manifestations can be specifically understood to be professional associations, conferences, formal education, socialisations, etc.

Figure 5.1

Perceptions of profession moderator



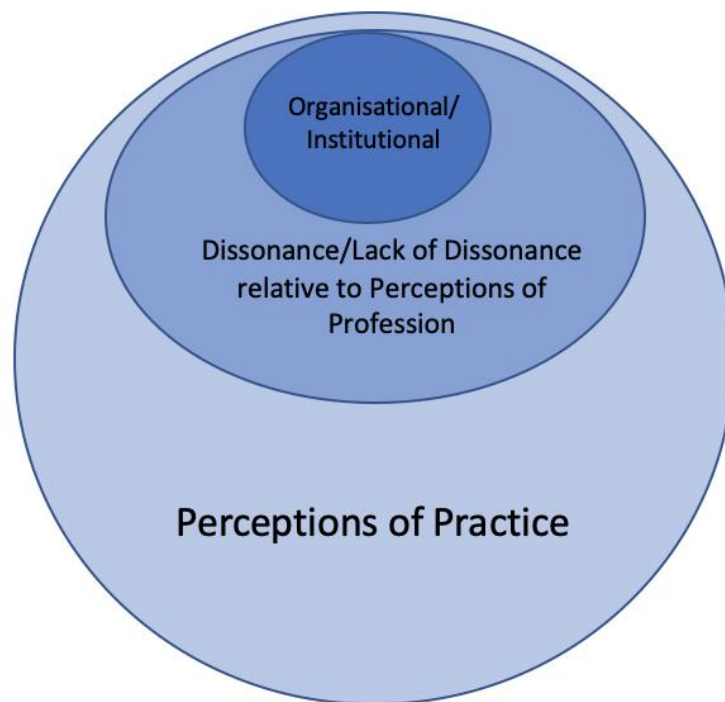
Analysis revealed a relationship between the two components of this theme though 1) ascribed meaning and 2) manifestations of profession) as either self-reinforcing of perception or as tension embedded within perception. Self-reinforcing is characterised as an agreement between the two components of perception of profession; tension is characterised by a lack of agreement between these perceptions or presence of an undermining element to self-reinforcement. For example, self-reinforcing is often indicated by a favourable perception of both meaning given to the profession and its various manifestations; tension is often indicated by a favourable perception of meaning given to the profession, yet an unfavourable view of its manifestation(s). Manifestations of the

profession were often cited by respondents through professional associations, such as the Library and Information Association of New Zealand Aotearoa (LIANZA).

The second theme is perception of practice as related to organisational/institutional contexts. This theme is characterised by practitioner perceptions on the local level, organisational practice, e.g., practice in the library-as-organisation, and/or within the institutional context of practice, e.g., as situated within a local government structure and its associated and contextual dynamics. Perceptions of the profession through manifestations and perceptions of practice through organisational/institutional contexts both arose in the interviews independently from being directly prompted. Both, however, were associated with certain questions. For example, respondents were asked if they participated in professional culture either formally or informally.

Figure 5.2

Perceptions of practice moderator

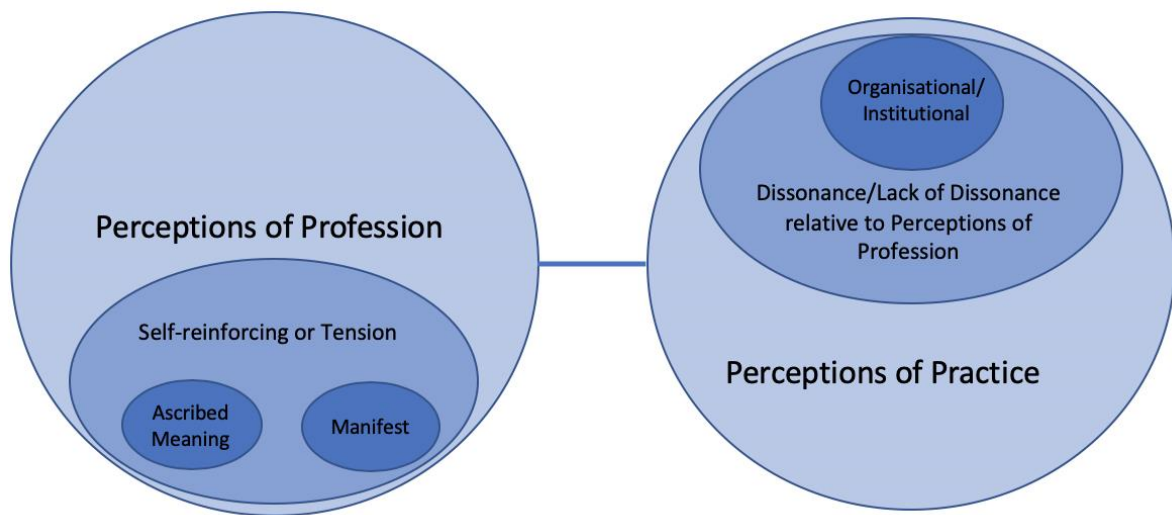


Additionally, analysis revealed a relationship between the two themes, perceptions of practice and perceptions of profession, as either with the presence or absence of dissonance between the two. Dissonance is characterised a lack of agreement between perceptions of practice and profession. Specifically, this is often indicated by presence of

tension between perception of professional manifestations and practice through local and/or institutional context. For example, an unfavourable view of an association body maintained alongside a favourable view of practice or organisational context.

Figure 5.3

Relationship between moderators of professional identity



While forty interviews were conducted, twenty-five (62.5%, n=40) respondents discussed all three of these themes within their interview. Therefore, analysis of the themes only focused on these twenty-five respondents. The following discussion of results will outline four exemplar combinations of this dynamic among the three themes. The respective combinations of themes outlined below can therefore be understood as a moderating category to professional identity negotiations.

5.5.2.1 Respondent R1 - Self-Reinforcing / Dissonance

Table 5.4

Respondent R1 exemplar

Perception of Profession: Ascribed Meaning	“[T]he more I’m coming to see it, the more I see it as being a support person for the communities... and a person who helps people find, to access the information they need... We’ve just been doing some strategic planning consultation and overwhelmingly the feedback is that the communities need support and they see the libraries as the places and the staff as the people who provide it. And I see that every day.”
Perception of Profession: Manifest	“So I am a member of LIANZA, I have been to LIANZA conference, and I’m hoping to go this year. I have done professional development, I was a part of [leadership programme]... And...every now and then I am part of that group...we still have contact with each other. I do quite a bit of professional development myself... I study at the moment, post-graduate certificate... I subscribe to the library link of the day and all those things, you know. So I try to get as much information as possible.”
Perception of Practice: Organisational/ Institutional Context	“[W]e’re doing all this consulting and looking at things and, ‘cause it’s got to do with the role I’m in at the moment. But...I mean my identity as a librarian has changed a lot. There’s a lot more to it than there was, even as a library user, you know, I don’t think I remember ever interacting with the librarian very much...So, you know, it really is something that you kind of learn as you go along, you kind of got this idea of what the library is all about from what you’ve seen. And we just did some consulting with our community recently and everybody just sees a really narrow view of what librarians do, which is really interesting. And so...you have that it broadens out. [S]o maybe it’s just a conglomerate of all the different bits that everybody has of their librarians and you realise, actually, all of that is identity.”

Both Respondent R1’s (Table 5.4) perceptions of profession do not actively display tension between each other. They indicate active participation in professional manifestations, saying “I am a member of LIANZA” and “I do quite a bit of professional development myself”. Discussion of a leadership programme demonstrates an additional facet of such participation. This professional participation is consistent with undertaking community consultation as this indicates active participation in not only professional manifestations but also in proactive service to the community to incorporate the community’s voice in the organisation. The respondent’s view of "supporting communities,"

and actions associated with this view, are consistent with their perception of an identity offered by the profession, the meaning they ascribe to it, and their perceived identity as derived from its manifestations. This meaning ascribed to being a librarian and the profession is exemplified in their statement “as being a support person for the communities... and a person who helps people find, to access the information they need.”

Perception of practice offers a slightly different dynamic. This dynamic as outlined by Respondent R1 suggests that consultation found that the community views the local library in limited terms, “everybody just sees a really narrow view of what librarians do”, which is in contrast with Respondent’s R1’s own perceptions of the library as situated within the wider profession, “support” for communities. This consultation indicates that the patrons/community do not perceive the same organisation/profession as Respondent R1. This contrast of perception highlights that the organisational library is not perceived to display this broader conceptualisation of professional 'identity', as Respondent R1 indicates with “everybody just sees a really narrow view of what librarians do” and “maybe it’s just a conglomerate of all the different bits that everybody has of their librarians.” This contrast and acknowledgement from the respondent is indicative of a dissonance between patron/community perception, organisational circumstances, and respondent perceptions. While Respondent R1 suggests that they previously did not understand this dissonance, by stating in response to the “narrow” view that it is “...is really interesting. And so...you have that it broadens out”, the consultation has brought it to the fore. It is suggested that this perception of dissonance coexists with their perception of being a community support. While the community indicates it seeks support from the library, the narrow view of the library perhaps limits its perception of support available. This suggests that individual perception takes precedence, as exemplified here as perceptions of profession are self-reinforcing, and while the dissonance has now come to the fore, this was not the case previous to community consultation.

5.5.2.2 Respondent A2 – Self-Reinforcing / No Dissonance

Table 5.5

Respondent A2 exemplar

<p>Perception of Profession: Ascribed Meaning</p>	<p>“[Being a librarian] is my career and I think it is a vocation. But I think become a vocation. I can’t imagine myself suddenly changing my profession. That would be extraordinary for it to happen, for me to make that step...I think different people will have different answers because there are so many facets of that work.”</p>
<p>Perception of Profession: Manifest</p>	<p>“So then when I landed the job for a library assistant, then sucked me in. And I had a brilliant, I suppose, mentor who took me under their wings and showed me what she was doing and what I might be doing in the future. So I think that’s where the interest started and through my own research and reading about librarianship, and discovering the layers and layers of this profession with LIANZA and then with the international bodies, like IFLA, I started studying at university... and then got sucked into associations and then moved on in the progression.... I really wanted to move into librarianship and learn more because I wanted to be, just be good and I wasn’t a librarian. For me, it meant being in librarianship circles, right?... but that thinking motivated me to attend that conference, library conference in New Zealand. I didn’t have money at that time, you know, the income was low but I put my application forward to LIANZA committee, and I got a scholarship to attend the conference, which is very positive.... I involve myself with the LIANZA association and ALIA and conferences and professional development opportunities or some research. So, the time that I’ve dedicated to the career is more than ‘I work in a public library’, you know, 8 to 5.”</p>
<p>Perception of Practice: Organisational/ Institutional Context</p>	<p>“I put my application forward to LIANZA committee and I got a scholarship to attend... the employer didn’t want to support me financially, but I got a scholarship and they said ‘well, no.’ I presented my case...‘Do you think, I could go attend a conference, but on my working days and I don’t have to take my annual leave?’ [A]nd the approval came negative...that’s really stuck in my mind... those people who consider themselves librarians, not seeing the potential in me. And that impacted... how I work with my colleagues and I promised myself I will never make a mistake like that... And the ethos of librarianship is being helpful...It’s providing information and support, to make those things happen for people with aspirations. And yet...it felt like a knife in my back.”</p> <p>“[Whereas, a] few years ago...I decided I would like to move into management...and...I think I’ve been reaping the rewards of my leadership... when you hear, ‘thank you so much for supporting me’ or ‘you’ve been very inspirational...’ or ‘thanks to you, I found my vocation’... So that’s a reward for me.... inspiring others to</p>

	<p>reach their full potential.... I think over the years... I've become what the surrounding wants me to be.... think it's a complex environment where... the message that I would like to project as a professional librarian...is reinforced by the environment, by people around making comments or seeking their advice, so they reinforce it. It's almost like a spiral. That one thing will influence the other and reinforce so it becomes stronger in itself. And... if I was not having opportunity to hear that feedback, I think it would be really different."</p>
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Respondent A2 (Table 5.5) displays self-reinforcing between perceptions of profession, saying both "I think it become a vocation" and

I had a brilliant... mentor" along with "and through my own research and reading about librarianship, and discovering the layers and layers of this profession with LIANZA and then with the international bodies, like IFLA, I started studying at university... and then got sucked into associations and then moved on in the progression

Between the two themes of perceptions of profession and practice, the respondent articulates a preference for their perception of the profession and its manifestations in contrast to other views which may not see the profession as a developed calling, as the respondent remarks "the time that I've dedicated to the career is more than 'I work in a public library', you know, 8 to 5.'" This is supported by their comment in perceptions of practice, "the message that I would like to project as a professional librarian...is reinforced by the environment, by people around making comments or seeking their advice, so they reinforce it.". In so doing, they maintain this perception into their organisational context, here indicated as, in part, due to previous negative organisational incidents:

[A]nd the approval came negative...that's really stuck in my mind... those people who consider themselves librarians, not seeing the potential in me. And that impacted... how I work with my colleagues and I promised myself I will never make a mistake like that..."

Being and developing as a librarian meant being in "librarian circles," indicating professional manifestations, leading to increased participation beyond only the organisational/institutional. They state, "... I really wanted to move into librarianship and learn more because I wanted to be, just be good and I wasn't a librarian" and "but that

thinking motivated me to attend that conference, library conference in New Zealand.” The respondent’s articulation is consistent with their view that librarianship is a “vocation” and that it “became a vocation”, as increased exposure to and participation in an identity offered by the profession’s manifestations reinforced this perception.

Respondent A2, however, demonstrates an important contrast between perceptions of practice and how perceptions can change over time. Change of perceptions indicates change in individual meaning ascribed to profession and perception of its manifestations. The respondent’s negative perceptions focus on organisational incidents, e.g., “[A]nd the approval came negative”...“And the ethos of librarianship is being helpful...It’s providing information and support, to make those things happen for people with aspirations. And yet...it felt like a knife in my back”, whereas their positive perceptions focus on profession, e.g.,

I think I’ve been reaping the rewards of my leadership... when you hear, ‘thank you so much for supporting me’ or ‘you’ve been very inspirational...’ or ‘thanks to you, I found my vocation’... So that’s a reward for me.... inspiring others to reach their full potential

The responding also states “the message that I would like to project as a professional librarian...is reinforced by the environment”, which is consistent with not only their report of the success of their leadership style, but also as a result of a perceived organisational failure in the denial of her request. Respondent A2, as a leader, seeks to encourage and permit, rather than deny and discourage. They articulate how those experiences have benefited them within their leadership experiences in their current organisational context. Respondent A2’s contrast indicates previous dissonance, yet continues by saying they are “reaping the rewards” in their leadership role, in contrast to previous experience, and “[i]t’s almost like a spiral. That one thing will influence the other and reinforce so it becomes stronger in itself,” indicating a lack of dissonance. The respondent has incorporated aspects of previous experiences and the meaning they ascribed to them into their identity. In so doing, it is suggested that they have treated others differently as a manager compared with their own previous experience. Similarly, they note how they incorporate feedback from others, stating “And... if I was not having opportunity to hear that feedback, I think it would be really different.”

This finding highlights the influence of past incidents over time and into current identities, such as to influence present perception and dispositions. This is indicative of a layering effect, where such current identities are built upon previous experiences. This layering effect in identity development can create contradictions and new contextualities which, over time, may guide the development of an identity which is different from its previous iterations.

5.5.2.3 Respondent M4 – Tension / Dissonance

Table 5.6

Respondent M4 exemplar

<p>Perception of Profession: Ascribed Meaning</p>	<p>“[Being a librarian is] a privilege. I love it. [T]hings that got me into library is I’m passionate about people and resources, so it was a natural fit... But libraries are about community, I’m a community-based person. So, being a librarian, to me fits in with my own philosophy or ethics of helping the community, serving the community... So, it depends who... it’s all on [people’s] personal experiences and their perceptions of library, how we broadcast what we want to be. And...you sort of cringe, because you have this old stereotype of the librarian. And I fit perfectly...Middle aged, you know, hair in a bun type thing... But, to me, it’s the people who come into the library see me as that. They see me as an older woman. It’s official, you know? But when they know it, that drops away and it’s what you give them. So, the hard thing is trying to break down the stereotype.”</p>
<p>Perception of Profession: Manifest</p>	<p>“I do belong to LIANZA. And I’ve seen that change. At the beginning I thought ‘oh, this isn’t great’, then ‘this is not supportive.’ And when the registration came out, I thought ‘this is great.’ And then I thought ‘it’s more elitism.’ It’s not for the everyday, ordinary, and... because I’m a public librarian, customer service librarian...it’s like, how you’re going to do it and how can you connect everybody, you know? [I]t comes back to...what’s a librarian? And there are different librarians...librarianship is simple and complex, it comes back down to it. Comes down to...which lens are you looking at it from.”</p>
<p>Perception of Practice: Organisational/ Institutional Context</p>	<p>“I’ve only worked in the two [libraries]. But I’ve seen different libraries. [A]nd I keep asking myself ‘why do libraries not share’, they’re a sharer of knowledge and that, but we’re not... if you look at what LIANZA’s gone through and all that...with membership registration, we’re not good as what we should be doing. Do you know what I mean?... [A]nd then [at this library] ‘oh, we’ve got no budget’ and then there’s the attitude we’re not...you ask how many members belong to LIANZA, there’d be about three or four...”</p> <p>“[W]e’re doing about a third of our issues through the self-issue. And there’s all the stigma of ‘oh you know, and the technology’ from the public... So it’s all these types of things going through but what they don’t realise is that if we... free up people to do other things, they can have more people contact. That’s what you want. You don’t want less people contact with the technology, you want more.”</p>

Respondent M4 (Table 5.6) displays tension between their perceptions of profession. They say being a librarian is a “privilege”, that they are passionate about people and resources, that “being a librarian, to me fits in with my own philosophy or ethics of helping the community, serving the community.” Their ascribed meaning indicates “people and resources” and “community” and directly indicates that their perception of the profession is in agreement with the meaning they’ve ascribed to it, their individual “philosophy and ethics.” They similarly indicate societal perceptions as a part of this view, identifying with certain stereotypes. Their discussion of professional manifestation through the association body, however, demonstrates a developed dissonance over time.

I do belong to LIANZA. And I’ve seen that change. At the beginning I thought ‘oh, this isn’t great’, then ‘this is not supportive.’ And when the registration came out, I thought ‘this is great.’ And then I thought ‘it’s more elitism.’ It’s not for the everyday, ordinary, and... because I’m a public librarian, customer service librarian... it’s like, how you’re going to do it and how can you connect everybody, you know?

Respondent M4 indicates twice that their first perceptions of the association at large and its registration scheme were positive, which developed to be negative. They contrast these professional manifestation perceptions by elaborating further on their meaning ascribed to the profession, as a public customer service librarian, whose role (and their meaning therein) are at odds with this association and its registration scheme. This respondent, however, notes that perception may differ according to the individual, highlighting the key role of individual perception in professional identity development, behaviour, and collective identity construction: “And there are different librarians...librarianship is simple and complex, it comes back down to it. Comes down to...which lens are you looking at it from.”

Respondent M4 also offers an important contrast in perceptions of practice. They display a perceived dissonance between different organisations and professional manifestations. First they state:

I keep asking myself ‘why do libraries not share’, they’re a sharer of knowledge and that, but we’re not... if you look at what LIANZA’s gone through and all that...with membership registration, we’re not good as what we should be doing

Referring to self-issue kiosks in the library, they continue by stating:

And there's all the stigma of 'oh you know, and the technology' from the public... So it's all these types of things going through but what they don't realise is that if we... free up people to do other things, they can have more people contact. That's what you want.

While they indicate a negative view of professional manifestations, they also suggest an inherent problem from organisational/institutional non-sharing, which they link to professional manifestations, indicating "we're not good at what we should be doing", both for inter-organisational resource sharing, and effective support and development from an association body and its role in organisational contextualities. Respondent M4, however, follows up with specific discussion of local context, that to "free up people to do other things, they can have more people contact," which is consistent with their meaning ascribed to the profession, e.g. "libraries are about community". Dissonance is further evidenced with organisational tension indicated by budget constraints, and a perceived lack of direct relevance of a professional manifestation to local context; "you ask how many members belong to LIANZA, there'd be about three or four."

5.5.2.4 Respondent A1 – Tension / No Dissonance

Table 5.7

Respondent A1 exemplar

<p>Perception of Profession: Ascribed Meaning</p>	<p>“[Being a librarian is] now almost integral to how I think about myself. And I’m in public libraries for reasons. And one of them was I got a job there.... [Being a librarian is] service. But it is how I see myself. It is the quotes ‘above all, be kind.’ And for me that’s what I try to demonstrate in my work with the community. I worked in [another library] for 17 years and realised I was just missing that sense of community and connection... I...have customers who know me by name. I have customers who offer me lifts if it’s raining and I’m walking home. I get mobbed, I get hugs. I know them by name...”</p>
<p>Perception of Profession: Manifest</p>	<p>“In the past, I used to go to LIANZA conference every year, as one part of my role back in the day. I haven’t for a number of years. I did go to [...] weekend school years ago. I am professionally registered. I do read the journals [for registration]. Very thrilling. I’m on Twitter and I occasionally talk library stuff, but hardly ever. But there’s still lots of librarians on there. My main informal [professional participation] is usually Facebook groups. There’s a few children’s related ones. One that’s really strong is Storytime Underground, which is quite interesting, which has spin-offs, like teen services underground and other Facebook groups. So, a lot of reader’s advisory questions, shelving questions. And it’s worldwide. So you can always spot where the New Zealanders come in, because there’ll be this whole reader’s advisory group of ‘oh, why don’t you read [...]’ and you’re like ‘oh no, they’re all Americans, they can’t get those books.’ ‘Damn. I know the perfect book for this question and you can’t get it in America. We’re really sorry about that.’”</p>

Perception of Practice: Organisational/ Institutional Context	<p>“I spent more and more time...wearing the mask, being the librarian...for a scary amount of time. And at the moment, I’m struggling to find out who I am outside of that and re-establish other bits of my identity, due to family crises. So, I’ve put a lot of myself into the work because I’m safe here. I’m a valued person. I don’t have to think about all the other crap that’s going on in my life while I’m at work. And so, at the moment, if you need extra hours I’m 10 minutes away. I can be at work in less than half an hour if I’m in my pyjamas if somebody rings me. And I’ve done it... And, so just means I can be here and I can be safe and I can be a me, I can wear that persona and be an ok person and a together person, even if I don’t feel like it. I hardly ever take leave, which is an issue... I don’t have a life...so that’s just easier. And we have staffing issues that mean that there’re other staff can’t necessarily, at this moment, pull the same level of commitment due to the fact they’ve got lives. Or they don’t live in the area, you know? They’re a 40 plus minute drive away. Or their health means they can’t do it. And I like being responsible...and people relying on me, it’s like I know I’m important. I know I matter.”</p>
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Respondent A1 (Table 5.7) indicates that they were previously more involved in the formal professional culture through its manifestations: “In the past, I used to go to LIANZA conference every year, as one part of my role back in the day. I haven’t for a number of years. I did go to [...] weekend school years ago.” They continue by mentioning being professionally registered, yet comment, sarcastically, “very thrilling” in regard to the work to do so. This comment is suggestive of a deeper (unexplored) perception of registration. Due to the nature of their discussion around community and service in articulating the ascribed meaning, being registered is implied to be a matter of procedure rather than some intrinsic desire. They state being a librarian is “now almost integral to how I think about myself” and detail the interaction with their community as a result of their work there: “I...have customers who know me by name. I have customers who offer me lifts if it’s raining and I’m walking home. I get mobbed, I get hugs. I know them by name...” These suggest the perception that registration status does not grant the status of librarianship nor what necessarily allows to adopt the identity for all librarians. That registration as a matter of procedure is further evidenced as professional registration was previously compulsory in certain library systems for certain types of employment.

Respondent A1 mentions their participation in professional manifestations has no current participation in formal manifestations, e.g., “back in the day”, “haven’t for a number

of years”, yet is more informal: “I’m on Twitter and I occasionally talk library stuff, but hardly ever. But there’s still lots of librarians on there. My main informal [professional participation] is usually Facebook groups.” Respondent A1 is illustrative of a tension between perceptions of profession. They clearly indicate, however, a perception of practice as a safe place, a place of respite: “I can be here and I can be safe and I can be a me, I can wear that persona and be an ok person and a together person, even if I don’t feel like it.” In “wearing the mask” and “wearing that persona,” their professional identity is a sanctuary in a specific organisation away from outside difficulties. This supports their perception of practice as being a positive place. They also illustrate a sense of service both within meaning ascribed to the profession, e.g., “[Being a librarian is] service. But it is how I see myself. It is the quotes ‘above all, be kind.’ And for me that’s what I try to demonstrate in my work with the community”, and their participation in informal professional manifestations, e.g., active participation on online forums relating to professional work, suggesting some alignment of these specific aspects of perceptions of profession through their understanding of service.

Respondent A1 offers another important contrast: while seemingly contradictory, their discussion of registration status indicates a perceived minimum required participation within a formal manifestation, stating “I am professionally registered. I do read the journals [for registration]. Very thrilling.” Their statements acknowledge tension between the two perceptions of profession through the nature of their differentiation of formal and informal participation. For example, regarding an association conference, they mention “I haven’t for a number of years”, while also stating “My main informal [professional participation] is usually Facebook groups.”

They admit that they have not been as active as they once were within formal manifestations. Their discussion around being a librarian as integral to who they are and involving such aspects as kindness illustrates how their professional identity has become personalised over time: “[Being a librarian is] service. But it is how I see myself. It is the quotes ‘above all, be kind.’” In becoming personalised, participation within formal manifestations, beyond what is understood to be required, is omitted. Thus, their displayed tension supports their perceptions of ascribed meaning to the profession and practice relating to organisational/institutional context. Such contradiction in identity negotiations is not uncommon (e.g., Lawler, 2014). Similarly, the variations presented here of perceived affiliation with one or multiple professional/organisational contexts suggest expansions of

previous findings on the influence of such affiliations to professional identity (e.g., Pate et al., 2009).

Similar to Respondent A2, Respondent A1 demonstrates the layering effect by indicating “at the moment, I’m struggling to find out who I am outside of that and re-establish other bits of my identity, due to family crises.” They mention a compelling force in professional identity development, outside crises, and perceptions thereof, additionally supporting their statement of their professional identity as a respite: “I don’t have to think about all the other crap that’s going on in my life while I’m at work.” Additionally, Respondent A1 states, “I can be here and I can be safe and I can be a me, I can wear that persona and be an ok person and a together person, even if I don’t feel like it.” They also mention a temporal context, saying “...at the moment, I’m struggling to find out who I am outside of that and re-establish other bits of my identity”, implying that in “struggling”, they may at some point come to a context-dependent resolution.

5.5.3 Relational States of Professional Identity

Respondents were asked whether they perceived a separation between their pre-existing and professional identities. The question was asked in order to understand whether practitioners perceived such a separation and by what degree. All forty respondents gave a response. Five relational degree affiliations were articulated, though not with equal representation. A number of respondents indicated sub-variations within the relational degree affiliations. These variations can therefore be understood as the Relational States of Librarian Professional Identity (the relational states). These states describe the degree of relationship between an individual’s pre-existing and professional identities, and their perceptions of their individual affiliation to the profession of librarianship. These states are: Separation; No separation; Fluctuating separation; Convergent separation; Divergent separation, as outlined in Table 5.8.

Table 5.8

Outline of Relational States of Librarian Professional Identity

Relational State	Definition	Frequency (n=40)	Exemplar	
			Respondent	Quote
Separation	Perception of a separation between pre-existing and professional identities.	14, 35%	L2	"[T]here's definitely a separation. When I go home...that's my home, it's my privacy."
			L1	"Yes. But not much, I'd say. Because I've been a librarian for so long."
No separation	Perception of no separation between pre-existing and professional identities.	14, 35%	M2	"No. I'm still just a librarian, whether I'm in the library or not...It's just a change in location."
			R2	"No. Like a dangerous lack of separation. Like I'm actually a little bit concerned about it."
Fluctuating separation	Separation of identities is perceived to be contingent on context.	7, 17.5%	K2	"It depends on the situation... making the right mix for the right occasion."
Convergent separation	Over time, separation between pre-existing and professional identities is no longer perceived or separation is perceived to be diminishing.	3, 7.5%	A1	"Not so much now...There used to be...It's been a scary long time of my life being a librarian..."
Divergent separation	A separation between pre-existing and professional identities is perceived to have developed over time.	2, 5%	N1	"There's started to be...and it's getting further on..."

The latter three states demonstrate mutable degrees of individual relational degree affiliation with the profession. These states offer a granularity in understanding individual

affiliation with a profession. The granularity is further developed by respondent statements within the first two states. The sub-states demonstrate differentiation within the broader relational state. For example, the state of separation has two sub-states; Respondent L2 mentions a clearly understood separation, whereas Respondent L1 answered that while a separation does exist, it is “not by much,” due to length of practice. While the separation is maintained, it is not as firmly or clearly perceived as Respondent L2 illustrates. For Respondent L2, privacy is important, and they draw on privacy in conjunction with boundaries while discussing this separation, saying: “I mean most people are respectful... of my privacy, because I am a very private person. But there’s just times when people have overstepped their boundaries just in terms of what they’ve asked of me.” For example, Respondent L2 details two stories to illustrate the point. In the first instance saying:

[O]ne gentleman ringing up one Easter Sunday morning, wanting me to get his friend’s glasses out of the library, and I said ‘well I’m sorry but I’m busy this morning, but I can meet you at such and such a time and give you the glasses.’ Well, I turned up, he wasn’t there, so I rang him again, ‘oh I, I don’t know when I’ll be down.’ And I said ‘well, I’m just leaving the glasses cage in the, case in the, in the plant so it’ll be there for you to pick up.’ But you know, just kind of, people...using you in a way? And not respecting your boundaries.

In another instance, they speak of patrons coming to their home to retrieve a key for after-hours library use:

[G]roups that are using the meeting room, if they’re wanting to pick the key up... they come to my house and ask for the key. It’s just those times where I just say... although I’m happy to talk about my job and whatnot, there’s just time when I just want them to sort it out themselves.

For Respondent L2, boundaries and privacy are connected not only to their separated identities, but also the physical manifestation of their home as they say “that’s my home, it’s my privacy.” Respondent L1, however, acknowledges that while they perceive a separation, it is not as strong when contrasted with Respondent L2.

Rather, Respondent L1 illustrates this separation of pre-existing identity and, specifically, librarian professional identity: “I suppose it’s a core part of me... the whole service profession thing, about caring for people, about wanting to, so you don’t have to be a librarian to be doing that.” They link their identities through service and caring for others,

making these themes primary in discussions of the separation. They highlight aspects central to their self over the specific profession. They strengthen this point by adding “if I hadn’t been so averse to blood, I probably would have been an enormously fantastic nurse, doctor” and “If I hadn’t disliked school so much, I might have been a good teacher.” While librarianship allows them these aspects of service and caring for others and they allude to length of time in practice contributing to a reduction of separation, they acknowledge a separation (albeit small) is maintained, highlighting aspects of pre-existing identity over profession.

Sub-states are also present in the state of no separation. Respondent M2 mentions they are a librarian regardless of location. They draw on tools and service to illustrate their point. First, they indicate the support of online resources to help them execute librarian duties outside of the physical library and formal working hours: “So if someone asks me... ‘where do I find this or whatever,’ I can still use most of the same online resources.” They continue in a more generalised way by concluding of their non-separation: “Or if somebody asks me for help, I’m there to help them as well.” For Respondent M2, the modern tools of librarianship support the extension of service beyond compartmentalisation by location and working hours. They illustrate that, if in a position where they are called upon to be a librarian outside of their job itself, they will do so because they do not perceive a separation between their pre-existing and professional identity.

Respondent R2, however, illustrates a significant integration of these identities, candidly saying there is a “dangerous lack of separation.” This type of integration suggests a deeply embedded form of personalised professional identity. They continue to outline this “dangerous” context:

[I]f I were to be made redundant, for example, which is a real possibility, like I feel like I would just be disproportionately affected by that. So... I’ve been thinking recently, like I need to do something about where I’ve found myself in terms of those things being so closely intertwined. Because if one was to go, I wouldn’t have anything. Like, I’ve got a husband, like life is good and stuff, but... I would just be lost in the world.

They acknowledge that they have been reflecting on the nature of their context of no separation of identities and allude to happy stability with mentioning “life is good.” This respondent, however, illustrates an existential crux through their job/profession and their

identity linked to it. Their understanding of their existence, and its meaning, is closely linked to their professional identity to such an extent that were it lost, their sense of meaning would be at risk. Moreover, they further allude to this existential crux and their professional identity being also linked to the organisational level.

[I]f I thought about leaving here, like I would be genuinely concerned about losing a fundamental part of my identity. I would be genuinely concerned that I would fall into deep depression and not have a sense of meaning. So, it's very important to me, but for a way, in a way I can't describe... I think it's what the job allows me to do...

They mention "leaving here" and "what the job allows me to do", suggesting that their professional identity is not only influenced by the local/organisational level, but perhaps also by the specialised nature of their role. That they perceive their identities to be so fundamentally intertwined, losing that identity would have severe consequences.

Moreover, they also allude to the primacy of this job/profession and the identity linked to it over other aspects in their life, particularly were it to be lost.

Respondent K2 discusses their identities as fluctuating, saying "it's all part of a continuum." They continue to illustrate how this fluctuating state is seemingly ever-present, depending on each situation as it arises:

I guess I do try and always be myself, but I guess in a job you've still got to be relatively sensible, you know, and make sure you're...working with people in [an] appropriate way for them, but bringing out your personality when you can, or using it in the right way.

They detail working with others in an "appropriate way for them", not only indicating the influence of professional expectations of behaviour, but also that this may vary from person to person with whom they are working. Their own personality, however, remains there and each situation requires finding the unique and proper proportion of both identities. As Respondent K2 says "I suppose... at work I'm trying to be myself with a few boundaries", again alluding to the influence of the professional environment on behaviour. They continue to illustrate the nature of the fluctuating identities:

[I]f you're dealing with a tricky customer you're gonna present something different than you would to a customer you've known for a long time, or with staff members, or if you're having to have a bit of a difficult conversation with a staff member, you're gonna be different just every day. But I guess the thing is just work out what's appropriate and if you are having to...you know, present something [that]...doesn't come naturally, that you're doing that in a very careful way...

They say "you're gonna be different just every day" while discussing how different situations will call for different approaches, drawing on different combinations of pre-existing and professional identities. As Respondent K2 illustrates, fluctuating separation of pre-existing and professional identities is contingent on context.

Respondent A1 illustrates convergent separation, where over time, separation between pre-existing and professional identities is no longer perceived or separation is perceived to be diminishing. They mention that "there used to be" a separation for them between these identities, but over time this separation has become less.

As I spent more and more time being the librarian, you know, it's 8 hours a day on a good day, five days a week on a good week. For, yeah, a scary amount of time.

They repeatedly state that length of time as "a scary long time of my life being a librarian", further suggesting that their diminished separation is, at least in part, due to length of service. They later mention their identity as a "persona", connected to what the library affords them:

I can be here and I can be safe and I can be a me, I can wear that persona and be an ok person and a together person, even if I don't feel like it.

They invoke "persona" while also stating "I can be me" while at work in the library. The dynamic of Respondent A1 suggests that, at least for some, this identity may begin as something to be enacted which over time becomes embedded. This may be in part due to what the library and its work allow for the individual. For Respondent A1, it provides safety, a place to express their self, and to be simply "an ok person and a together person", suggesting that this identity, and the place and work it is connected to, provides safety and stability from other contexts.

Finally, Respondent N1 illustrates divergent separation, a separation between pre-existing and professional identities that is perceived to have developed over time.

Respondent N1 describes their “disenchantment” with the library profession among accounts of organisational circumstances and interactions with co-workers and patrons. They continue by contemplating what it means for them to no longer have this identity, despite still being in the profession.

I think there is also a kind of guilt there, that all these people are going ‘ah, I’ve always wanted to work in a library’, ‘I’ve always wanted to do this, it’s my dream’ and well, it was my dream. I thought of myself as that, up to a certain point, but now I’m done. And now I feel like if there isn’t, if that’s no longer part of my identity, whereas it’s such a big part of librarian culture, if there is such a thing, then maybe I should move out, maybe I should leave, because of my disenchantment with the profession and the library system as a whole. Like, don’t get me wrong, I think they’re massively important, but I’m not entirely convinced of my own ability to have agency or create change within the system. So, I might as well leave. I don’t have gusto or the internal identity perhaps needed to keep forcing those changes.

Respondent N1 articulates complex perceptions and feelings toward their circumstances.

They readily admit that the librarian professional identity is no longer a part of their identity, also remarking that it an important part of “librarian culture.” Due to this, they consider leaving the profession altogether, while feeling guilty over having once wanted this work and identity yet finding themselves no longer wanting either. They assess themselves as lacking the necessary agency to affect the change they perceive to be needed in the profession and their library system. This assessment alludes to their perception of the profession and local/organisational context, and perhaps the overall climate of that context. Respondent N1 also pointedly remarked “I need to look for different work, and looking for different work is easier if you don’t have that kind of internal identity as a librarian.” Notably, this contrasts with Respondent R2’s remarks on the consequences of losing their job/professional identity. This comment is also suggestive of at least one outcome of the degree relationship of identity most removed from the profession.

5.5.4 Relational States Mapped to the Moderating Categories

To reiterate from section 5.5.2, *Moderators of Professional Identity Negotiations*, while forty interviews were conducted, twenty-five (62.5%, n=40) respondents discussed all

three of these themes within their interview. Table 5.9 outlines the matrix of respondents by their reported relational state mapped to their moderating categories, as outlined in section 5.5.2.

Table 5.9

Matrix of relational states mapped to moderating categories

Relational State	Moderating Category			
	Self-Reinforcing/Dissonance	Self-Reinforcing/No Dissonance	Tension/Dissonance	Tension/No Dissonance
Separation	3 (12%)	1 (4%)	4 (16%)	0
No separation	3 (12%)	4 (16%)	3 (12%)	0
Fluctuating separation	1 (4%)	1 (4%)	0	1 (4%)
Convergent separation	0	1 (4%)	1 (4%)	0
Divergent separation	0	1 (4%)	0	1 (4%)

When the frequency of the relational state is compared with the moderating categories, an emergent tendency is suggested. More respondents who reported having no separation between identities tended to be more frequently represented in the moderating category of ‘self-reinforcing perceptions of profession/no dissonance in perceptions of practice’ (Self-reinforcing/No dissonance). Additionally, more respondents who reported having a separation between identities tended to be more frequently represented in the moderating category of ‘tension between perceptions of profession/dissonance in perceptions of practice’ (Tension/Dissonance).

Those in the category of ‘Self-reinforcing/Dissonance’ may be more indicative of a split of perception whose understanding of individualised meaning is on-going. This moderating category, and the respondents within it, offers a snapshot of on-going negotiations in a dissonant context between self-reinforcing perceptions of profession and

the presence of dissonance in the organisational/institutional context. This would support the notion of contradiction as inherent in identity and its negotiations. For example, Respondent R1 offers an important contrast inherent in this category. They suggest an identity contradiction which must, at some point, be resolved in some way and therefore contribute to the development of the next iteration of their professional identity. This would similarly suggest that the moderating categories, like the relational states, are mutable and subject to change over time and context.

The lack of representation in the latter three relational states and the moderating category of 'Tension/No dissonance' is also important to consider. The lack of representation in these respective categories would suggest support for the emergent tendency. Moreover, individual perception plays a key role in constant professional identity negotiation within a collective context, such as offered by the contrast between Respondents R1 and A1. This may preclude finding an unequivocal prevailing tendency at this time as to how the relational states may be mapped to the moderating categories. This may be, in part, due to sample size and the inherent nature of identity to be contradictory and developed over time and social context. Thus, it is important to note that this is an emergent tendency. The sample of the moderating categories (n=25) is not complete relative to those reporting relational state (n=40). The representation within the matrix similarly contributes to the equivocal nature of this analysis. Therefore, caution is necessary in interpreting this particular result.

5.6 Discussion

Respondents indicate a complex dynamic in which identity negotiations and development is embedded. Specifically, results indicate three key themes of perception which moderate identity negotiations. These results suggest expansions to previous findings (e.g., Pate et al., 2009). Respondent perception demonstrates the existence of two 'professions': the abstract through the meaning ascribed to it through professional identity; and the manifestations beyond practice which make the profession tangible to practitioners. Both perceptions of profession are necessarily brought into identity negotiations and subsequent constructions. These identity constructions move beyond individual practitioner and, through behaviour and participation in manifestations, impact the profession as it is enacted and constructed as a collective identity. Iteratively, it is from

this collective identity that individual professional identities are, in part, derived (Preer, 2006; Stauffer, 2014).

Three of the four exemplars illustrate contrasts, or contradictions, which are inherent in identity (Lawler, 2014). These contradictions are indicative of a layering effect, where current identities are built upon previous experiences. Each identity iteration resulting from identity constructions, such as negotiations, are brought into each new experience through the extant professional identity. Each new experience, in turn, informs subsequent identity negotiations and identity iterations. This layering effect in identity development can create contradictions and new contextualities which, over time, and may guide the development of identity in a way differing from previous iterations.

The nature of the relational states reported by respondents outlines an inherent facet in which change of state is possible. This finding is supported by fundamental assumptions of identity, which is developed over time, environment, and social influences (Lawler, 2014). This dynamic suggests a practitioner's relational state may be contradictory to their own moderating categories, (e.g., self-reinforcing perceptions of profession or perceived dissonance in perceptions of practice relative to organisational/institutional contexts). Moreover, the layering effect may have a temporal lag on its influence on the relational states, where a threshold over time must be met for a perceived change to occur in the relational states (e.g., Respondent N1). This influence of temporal lag on the layering effect is further supported by the Critical Incident Negotiation Process (Pierson, 2020a). Over time, perception of and meaning ascribed to critical incidents impacting professional identities may change. This change prompts an additional iteration(s) through the Critical Incident Negotiation Process. The subsequent identity outcomes of this negotiation process either affirm or undermine contemporaneous identity understanding.

Participants demonstrate that individual perception within a relational state is by degree, as exemplified by Respondents L1 and L2. Broadly, however, the relational states also highlight that membership to the profession is by degree. The various states and sub-states between individual pre-existing and professional identities can be understood as expressions of individual affiliation with the profession (Table 5.8). Such membership by degree also suggests an influence on practitioner behaviour in a co-constructed relationship with those served, and broader relation of the library to its patrons in a society.

Theoretical underpinnings of identity (Lawler, 2014) further suggest the relational states are also mutable over time and according to environment, while the results presented in this paper and elsewhere (Pierson, 2020a; Pierson et al., 2020a) similarly indicate that events such as critical incidents are an additional variable within time and environment. For example, consider Respondent A1's admission,

I spent more and more time...wearing the mask, being the librarian...for a scary amount of time. And at the moment, I'm struggling to find out who I am outside of that and re-establish other bits of my identity, due to family crises.

Their comment "re-establishing other bits of my identity" demonstrates both that a change has occurred previously and that they are working, albeit admittedly struggling, toward a similar change again, implicating their relational state. "Family crises" is suggestive of an unexplored, and perhaps relevant, critical incident playing a role within this identity negotiation dynamic. Sensitivity to the respondent, as well as personal critical incidents being defined as out of scope for this project, excluded further investigation of this particular type of critical incident. It is suggestive, however, that critical incidents outside of the professional scope impact professional identity negotiations and development.

Considers also Respondent A2's contrasting perceptions of practice and their indication of influences on contemporaneous behaviour and perceptions. Respondent A2 additionally mentions their perception of the profession as a "vocation" as developed and strengthened over time and social-environmental factors. These findings, therefore, must be contrasted with the emergent tendency suggested by the representation of the relational states with the moderating categories of professional identity (Table 5.9). Individual perception within a collective context through constant negotiation may preclude any such tendency. Adequately documenting this suggested emergent tendency may be difficult when considering the dynamics outlined above. Sample size may also be a contributing factor.

Figure 5.4

Librarian Professional Identity Negotiation Framework

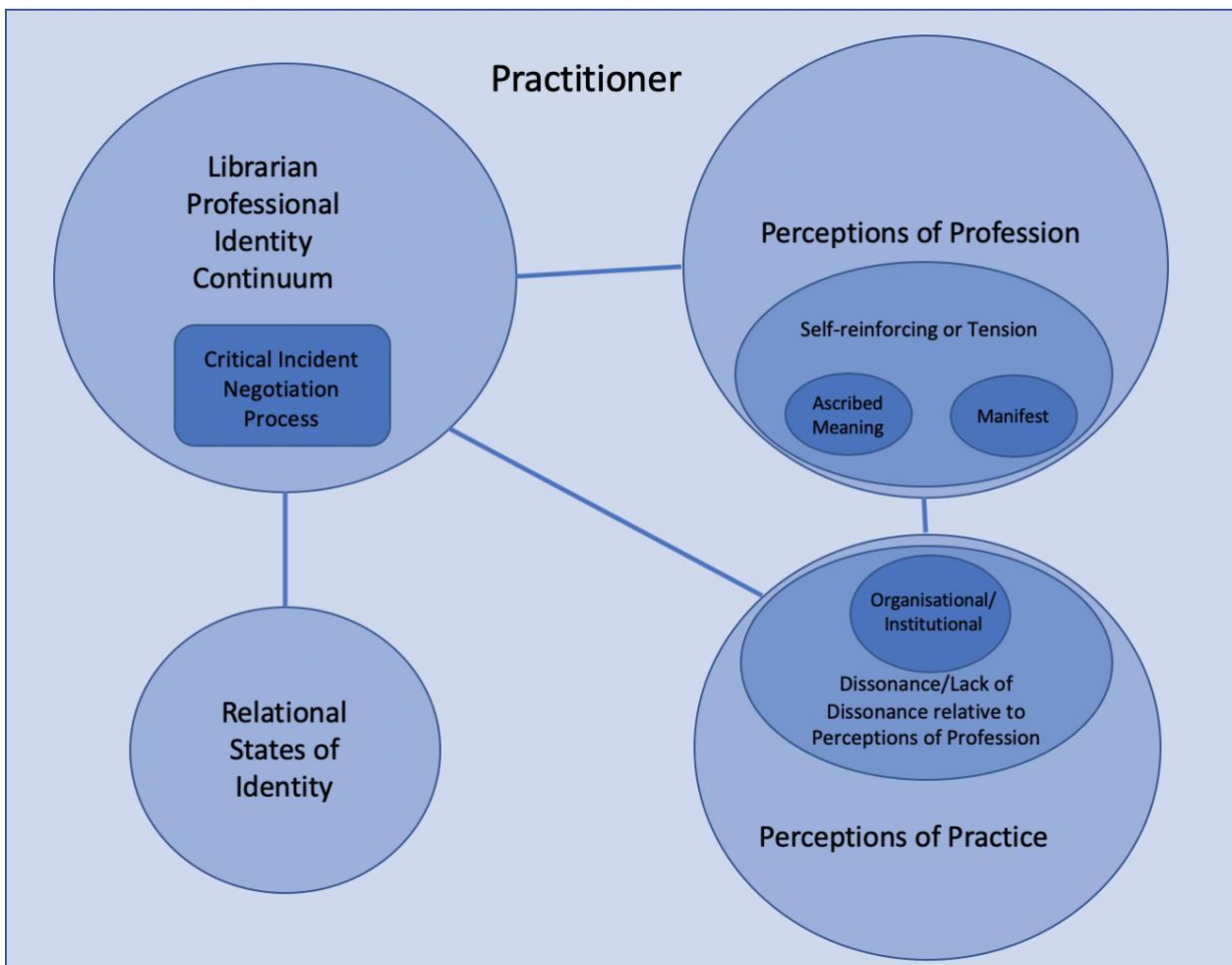


Figure 5.4 outlines the process outlined above, understood at the Librarian Professional Identity Negotiation Framework. Four fundamental components are embedded within the practitioner, who is represented as the encompassing square: the Librarian Professional Identity Continuum (Pierson et al., 2019), which outlines the developmental process of librarian professional identity, signifying both external and internal processes of identity formation and development over time. Embedded within this process is the Critical Incident Negotiation Process, necessarily influencing identity construction over time. Perceptions of profession encompass both meaning ascribed by the practitioner to librarianship and perceptions of the profession's manifestations (e.g., association bodies, formal education, socialisation). A practitioner's perception of these two constructs will either be self-reinforcing or demonstrate tension. While this process acknowledged that other forms perceptions of practice may exist, perceptions of practice within this process is

understood to refer to perceptions of practice relative to organisational/institutional context. Perceptions of practice are linked to perceptions of profession, both individual ascribed meaning and manifestations. Perceptions of practice will either demonstrate dissonance or a lack of dissonance relative to perceptions of profession. Both perceptions of profession and practice, along with their associated negotiations, are brought into the practitioner's identity developmental process, through the Professional Identity Anchor of Individual Perception. Findings discussed in this paper and elsewhere (Pierson, 2020a) suggest the Individual Perception Anchor influences self-perception and behaviour. These identity negotiations are held alongside a practitioner's relational state. Findings suggest that negotiations will result in such a way as to be in accord with individual relational state. Equally, however, the layering effect and temporal lag on such factors as ascribed meaning to critical incidents within its own negotiation process, among the other dynamics described in the wider negotiation process, indicates that over time the relational state may change if a sufficient threshold has occurred to prompt such a change. Theoretical underpinnings of identity further support this claim (Lawler, 2014).

Based on the fundamental concepts discussed above, six theoretical propositions are outlined relating to librarian professional identity negotiations.

1. Proposition 1: A practitioner's perception of their professional identity will take precedence and inform subsequent identity development, behaviour, and perception.
2. Proposition 2: A practitioner's perception of their professional identity will take precedence until a threshold event prompts identity negotiations.
3. Proposition 3: A practitioner's perceptions of profession will be self-reinforcing until disrupted.
4. Proposition 4: If disrupted, a practitioner's perceptions of profession will display tension in which ascribed meaning will take precedence.
5. Proposition 5: Practitioner affiliation with the profession is by degree and represented by the Relational States of Librarian Professional Identity.
6. Proposition 6: A practitioner's relational state of professional identity may change if a sufficient threshold event occurs to prompt such a change.

5.7 Limitations and Future Research

Certain limitations must be acknowledged. First, transferability. This paper reports on responses to questions posed to public librarians in one country at a particular time. Additionally, the Professional Identity Negotiation Framework is a specific process. Future

research could investigate the applicability of the process to other prompts to identity negotiations in other contexts. Additionally, the theoretical propositions are offered are untested. Future research should test these propositions in other library, locational, and temporal contexts.

5.8 Conclusion

This paper presented results from forty interviews with practicing public librarians in Aotearoa New Zealand. It has presented findings related to three key themes moderating librarian professional identity and its negotiations. It has also outlined individual practitioner affiliation with the profession through the Relational States of Librarian Professional Identity. Findings demonstrate that identity negotiations are grounded in perceptions of profession through meaning ascribed to the profession and through its manifestations (e.g., professional associations, formal education, socialisations), respectively; and perceptions of practice as related to organisational/institutional contexts.

Findings further report on the Relational States of Librarian Professional Identity, which outline variations of individual affiliation with the profession. Affiliation with the profession is by degree and further suggested to be mutable over time if an event occurs for the practitioner meeting a sufficient, individual threshold prompting identity negotiations. This paper also offers identity contradictions: the layering effect, the layering of previous events and/or influences in identity construction; and temporal lag, where a threshold over time must be met for a perceived change to occur in the Relational States of Librarian Professional Identity, as necessary components influencing identity and its negotiations. Finally, this paper offers six theoretical propositions relating to librarian professional identity, its negotiations, and the relational states. In discussions on the definition and fit of the librarian and library in the communities and societies they serve, it is fundamental to consider and examine the role of librarian professional identity in these co-constructed relationships.

5.9 References

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Chapter 6:

Conclusion

Chapter 6: Conclusion

The body of this thesis includes four original articles constituting individual chapters. Each article outlines its own methodologies, findings, discussions, limitations, and suggestions for future research. As such, each article also outlines its own research questions, which may be construed as sub-questions to the overall research questions guiding the entire research project. In order to avoid repetition, in this section, the three primary research questions will be addressed briefly, adopting a holistic and high-level approach to articulation of their respective answers, drawing on the preceding articles. The following sections will outline contributions to methodology, theory, and practice. This will be followed by limitations and future research from the perspective of the entire research project. This chapter will conclude with final remarks.

6.1 Addressing the Research Questions

This thesis and its chapters represent research conducted over a period of three years. In that time, the process of conducting research and the data necessarily developed the initial ideas and postulations formed at the outset. For example, it was assumed that a typological sub-design would be supported by this research, and thus would exist if explicitly researched in a novel way. Typologies are “...conceptually derived interrelated sets of ideal types” and are a unique form of theory (Doty & Glick, 1994, p. 232). While theoretical propositions have been offered, and the Relational States of Librarian Professional Identity is an initial framework from which a typology may be built, the results of this research do not support the use of a typology at this time. Thus, the relational states can be considered a framework of lenses of practitioner self-perception of degree affiliation with the profession as grounded in professional identity. The evolution of this research over time is reflected in the chapters presented in this thesis. Indeed, these chapters reflect the scientific process in which data and rigor must inform conclusions. The following sections will address the research questions in their final form, more appropriately reflecting the course of this research project and its outcomes.

6.1.1 Research Question 1

How do the Librarian Professional Identity Anchors inform a framework based on self-perception of professional identity of practicing librarians in public libraries?

Individual Perception plays a key role in identity negotiations which, in turn, informs professional identity development. While the Anchors play varying and key roles in identity development, however, no link can be established at this time which outlines a direct relationship between the Librarian Professional Identity Anchors and the Relational States of Librarian Professional Identity (see: Appendix 8). Their relationship has been theorised through:

- Social construction of identity as a function of time and environment. Social interaction is necessary for the development of identity. Identity development is therefore mutable.
- The layering effect: the influence of past incidents over time and into contemporaneously constructed identities, such as to influence present perception and dispositions; where such contemporaneously constructed identities are built upon previous experiences and, in identity development, can create contradictions and new contextualities which, over time, may guide the development of identity in a way differing from previous iterations.
- Temporal lag: where a threshold over time must be met for a perceived change to occur in the Relational States of Librarian Professional Identity; its influence on the layering effect is further supported by the Critical Incident Negotiation Process.
- The Critical Incident Negotiation Process, as outlined by Pierson (2020a): over time, perception of and meaning ascribed to critical incidents impacting professional identities may change. This change prompts an additional iteration(s) through the critical incident negotiation process, whose subsequent identity outcomes affirm or undermine contemporaneous identity perception. The Critical Incident Negotiation Process can be understood to outline the state of blurring for the professional identity relative to critical incidents.
- The Librarian Professional Identity Negotiation Framework, as outlined by Pierson (2020b).
- The nine (9) theoretical propositions of librarian professional identity:

- Proposition 1: The dominant influence on individual practitioner behaviour will influence professional behaviour.
- Proposition 2: The dominant influence on individual practitioner perception will influence perception of the profession, practice, and the self within it.
- Proposition 3: In most cases, practitioners will first rely on their own perceptions of their professional identity and its dominant influences to guide identity negotiations prompted by critical incidents.
- Proposition 4: A practitioner's perception of their professional identity will take precedence and inform subsequent identity development, behaviour, and perception.
- Proposition 5: A practitioner's perception of their professional identity will take precedence until a threshold event prompts identity negotiations.
- Proposition 6: A practitioner's perceptions of profession will be self-reinforcing until disrupted.
- Proposition 7: If disrupted, a practitioner's perceptions of profession will display tension in which ascribed meaning will take precedence.
- Proposition 8: Practitioner affiliation with the profession is by degree and represented by the Relational States of Librarian Professional Identity.
- Proposition 9: A practitioner's relational state of professional identity may change if a sufficient threshold event occurs to prompt such a change.

6.1.2 Research Question 2

What are the distinctions among practicing librarians in public libraries which form this framework?

The distinctions among practicing librarians in public libraries which form this framework are outlined by the Relational States of Librarian Professional Identity (Pierson, 2020b). The five (5) states outline the degree relationship between one's pre-existing and professional identities, and thus indicative of practitioners' perceptions of individual affiliation to the profession of librarianship, as grounded in identity. These states are: Separation; No separation; Fluctuating separation; Convergent separation; and Divergent separation.

In this sample, the states did not present with equal representation. Some states also include sub-variations within the relational degree affiliations. The state of separation is the perception of a separation between pre-existing and professional identities. 14 (35%) of respondents reported such a separation. This state has two sub-states: a clearly understood separation with a firm demarcation, e.g., Respondent L2 "There's definitely a separation", and a narrow understanding of such a separation, e.g., Respondent L1 saying "Yes. But not by much." The state of no separation is the perception of no separation between pre-

existing and professional identities. 14 (35%) of respondents reported such a state. This state also features two sub-states: a general integration regardless of context or location, e.g., Respondent M2 “I’m still just a librarian, whether I’m in the library or not...It’s just a change in location”, and a firmer integration whose perception places this identity within an existential crux of overall self-perception, e.g., Respondent R2 saying both “No. Like a dangerous lack of separation. Like I’m actually a little bit concerned about it” as well as

[I]f I were to be made redundant, for example, which is a real possibility, like I feel like I would just be disproportionately affected by that. So... I’ve been thinking recently, like I need to do something about where I’ve found myself in terms of those things being so closely intertwined. Because if one was to go, I wouldn’t have anything. Like, I’ve got a husband, like life is good and stuff, but... I would just be lost in the world.

The state of fluctuating separation is the perception of any such separation of pre-existing and professional identities is contingent on specific context. 7 (17.5%) respondents reported this state. Respondent K2 illustrates by saying “It depends on the situation... making the right mix for the right occasion.” The state of convergent separation denotes that, over time, separation between pre-existing and professional identities is no longer perceived or separation is perceived to be diminishing. 3 (7.5%) respondents reported this state. Respondent A1 illustrates this state by saying. “Not so much now...There used to be...It’s been a scary long time of my life being a librarian...” Finally, the state of divergent separation denotes that a separation between pre-existing and professional identities is perceived to have developed over time. 2 (5%) of respondents reported this state. Respondent N1 illustrates this state, saying “There’s started to be...and it’s getting further on...”

The relational states highlight that individual perception within a state and membership to the profession is by degree. The various states and sub-states between individual pre-existing and professional identities are expressions of individual affiliation with the profession of librarianship. Such membership by degree also suggests an influence on practitioner behaviour in a co-constructed relationship with those served, and broader relation of the library to its patrons in a society.

6.1.3 Research Question 3

Why are there these distinctions among practicing librarians in public libraries which form this framework?

While initial practitioner relational state development cannot be answered as it is beyond the scope of this research, differing distinctions are considered within the nine (9) theoretical propositions of librarian professional identity and associated theoretical conditions (Pierson, 2020a, 2020b). These propositions and conditions acknowledge the role of the Librarian Professional Identity Anchors and sociological assumptions of identity development.

The Relational States of Librarian Professional Identity outline the potential for mutability over time and variations of degree of individual affiliation with the profession as grounded through identity negotiations. Additionally, identity negotiations are chiefly reliant on Individual Perception. Therefore, at this time, there is no evidence of a direct relationship between the Librarian Professional Identity Anchors and the Relational States of Librarian Professional Identity (see: Appendix 8). Rather, their relationship is theorised to be indirect, in which various identity negotiations act as key moderating factors (Pierson, 2020a, 2020b).

6.2 Contribution to Methodology

As has been indicated in the articles, quantitative and mixed methods research focusing on librarian professional identity is limited. As such, this research contributes to not only further investigation into librarian professional identity, but also to the relevant and judicious application of a mixed methodology. This research project contributes to the use of an inductive approach to derive insights from qualitative data itself, which is complimented by the quantitative data. The use of an inductive approach embedded in this model further contributes to the development of novel methodological approaches and insights therefrom.

Moreover, of the methodological tools employed, two key contributions are made. First, the joint use of the metaphorical approach (Lakoff & Johnson, 1980) and the Critical Incident Technique (Flanagan, 1954) within a study; second, the development of the Metaphorical-Critical Incident Technique (MCIT), a novel methodological approach designed

specifically around this joint elicitation in examinations of professional identity (Pierson et al., 2020a). The combination of these methods in a study of this nature offers the first of such instances. The development of a novel methodological approach also provides for new opportunities for social science research.

6.3 Contribution to Theory

This research contributes to the development of library and information science theory, inductively derived from within the domain. This theoretical development is relevant and timely to situate better professional identity development and its various relational iterations between practitioner and profession. In a time noted for the evolution of library practice and research, which is persistently characterised by an identity crisis, this research offers several theoretical contributions to the wider library and information science domain:

- The Librarian Professional Identity Continuum (Pierson et al., 2019): the process of librarian identity, understood as a continuum of formation and continued development over time. This process outlines the various facets influencing librarian professional identity development. Its construction was built on a holistic unification of pre-existing research on librarian professional identity and provides a guiding framework for future research.
- The Critical Incident Negotiation Process (Pierson, 2020a): the process of identity negotiations prompted by critical incidents, clarifying the state of blurring, as theorised in the Librarian Professional Identity Continuum (Pierson et al., 2019). When an incident occurs meeting individual threshold for criticality, it will provoke an affective response acting as an entry point to identity negotiations related to the incident.
- The Librarian Professional Identity Negotiation Framework (Pierson, 2020b): the process outlining the wider dynamic of librarian professional identity negotiations. This process outlines the dynamics among perceptions of practice and profession, the Librarian Professional Identity Continuum, the Critical Incident Negotiation Process, and the Relational States of Librarian Professional Identity (Pierson, 2020a; Pierson et al., 2019).

- Nine (9) theoretical propositions of librarian professional identity (Pierson, 2020a, 2020b), articulating the relationship among salient variables in librarian professional identity development. These propositions, along with their associated processes and theoretical conditions, outline theoretical articulation of librarian professional identity as a process.

6.4 Contribution to Education and Practice

As this research has outlined, how practitioners perceive and negotiate their professional identity bears onto their behaviours. This is especially relevant in a profession built on co-constructed relationships with patron and community. This dynamic therefore influences how the library-as-institution is constructed and situated within the society it serves. This research indicates an influence on the dynamic between patrons' interactions with mediator and institution, uses of the library based on their needs and expectations, and the librarian. This influence is characterised by individual practitioner perception of professional identity and what that constitutes and omits. Wider contributions of this research help to position professional identity in co-constructed relationships between practitioners and the patrons and communities they serve, particularly by understanding the iterations which can present in practice.

The Relational States of Librarian Professional Identity represent two important contributions. First, it provides articulation of the iterations of how library practitioners understand and perceive their relationship with the broader profession. Second, it gives indication of mutability, thus eschewing fixed archetypical understandings of the librarian. Rather, this highlights a practitioner's developing identity. This finding suggests relevant application within reflective, reflexive, and other relevant practices in librarianship (Nicholson & Seale, 2018; Ryan & Carmichael, 2016; Schön, 1995). Positioning professional identity and its iterations within conversations of practice and co-constructed relationships creates more awareness around the role of this identity in library service and practitioner behaviours.

A pedagogical contribution lies in the framework presented in Chapter 4. It provides an early understanding for those entering the profession, promoting knowledge concerning professional identity development, formation, and mutual respect for those who enter and

form within the profession in different ways. It also provides understanding of one's position in the overall library and information science field as it relates to professional identity. There is also potential for this framework's use in continued professional development. This would be in a variety of ways, not least of all in conjunction with reflective or reflexive practice, understanding and mutual respect of those entering the profession in different context, and contribute to the conversation about professional jurisdiction and legitimacy. The use of the Relational States of Librarian Professional Identity also would contribute to development of perception and understanding of practitioners' roles within the profession and therefore contributes to the cultural role of research (Biesta, 2010).

Moreover, a pedagogical contribution also lies with the use of aspects of the overall methodology used in this research to examine practitioner or to-be practitioner identity. The provision of cognitive spaces has been proposed due to selected findings of this research (Pierson et al., 2020b). These cognitive spaces are

collective spaces acknowledging the oscillation between individual and profession; encompassing the discipline: people, practice, and organisational/institutional contexts; and underpinned by individual and collective professional identities. It is the understanding that these elements are interrelated and requiring reflection to access. Thus, in education and practice, it is the ability to reflect on these matters and observe one's position amongst them while examining one's 'sum total' of knowledge relative to all other persons in these shared spaces (Pierson et al, 2020b, p. 299)

It is within these spaces that practitioners and entrants can reflect on their professional identity, the influences upon it, and how it influences such aspects as perception and behaviour within the professional environment. These cognitive spaces are particularly useful as, for some, reflection on these themes can be difficult. Critical thought on the influences on and outcome from professional identity may require prolonged exposure for some (Pierson et al., 2020b).

A practical application of reflexivity and critical incidents relating to librarian professional identity comes from Pierson et al. (2020, October 12-23). An example assignment is provided in which questions from this research are joined with guided readings and questions for students or practitioners to contemplate and consider. The questions prompting critical incidents along with their three, core reflexive questions (see:

Appendix 2) are outlined in a tiered way to allow for incremental grappling. In its proposed form, the assignment uses a term-long timeframe to allow student or practitioner adequate time to grapple with and reflect on the questions posed. Guided readings on critical incidents, reflexivity, and librarian professional identity are provided to support student and practitioner understanding and assist in developing articulation of individual influences. Short essays are built into the assignment to support articulation and reflexive thought on individual critical incidents and their impacts on professional identity. Supplemental readings are provided for further support. This proposed assignment allows for individual adaptation and prolonged exposure to these themes, allowing for a more developed understanding of them. Further, it is embedded in reflexivity, which moves beyond reflective practice and considers ways of knowing, influences on those ways of knowing, and positions these ways in conjunction with those around us and in ever changing contexts (e.g., Archer, 2013; May & Perry, 2012).

This proposed pedagogical tool, or adaptations thereof, could be integrated into existing professional education programmes, as its design was explicitly informed by such a context. More broadly, the topic of librarian professional identity could be included into foundational and introductory courses in LIS and GLAMR education as a way to begin the career-long process of acknowledging and understanding professional identity, its influences and negotiations. Finally, this proposed pedagogical tool can also be adapted to the continued professional development context. In the New Zealand library profession context for example, the topic of professional identity, this proposed pedagogical tool, or an adaptation thereof, could be incorporated into professional registration. In other contexts, such as in North America and elsewhere, these materials could likewise be integrated into continued professional development programmes.

6.5 Limitations

There are several limitations which must be acknowledge. First, the transferability of qualitative findings. This research examined a specific sample in a specific time and place. Therefore, until further research is conducted, transferability of findings remains a limitation. Second, intersubjectivity is recognised as both necessary and a limitation. The researcher, having practiced librarianship, leveraged this domain specific intersubjectivity.

The researcher's intersubjectivity informed the nuanced analysis and interpretation, requiring reflective attention throughout the research process.

Third, the generalisability of quantitative findings. While the questionnaire sample size may be regarded as adequate for the purposes of the present research, an increased sample size in future examinations may uncover further findings. Specifically, negative results reported here may be further illuminated with an increase of sample size. Fourth, the development of the Librarian Professional Identity Anchor Questionnaire (L-PIAQ) can be regarded as an initial iteration with limited focus. Unsatisfactory alpha level necessitated dropping a subscale and qualitative results suggest the instrument does not incorporate other dimensions which appear promising for further development.

Fifth, the Outside Perception Anchor was not investigated within the present research. Due to its differing focus, it was deemed outside the scope of the present research and consideration of it came only from the relevant literature and participants' indications. Its omission also serves to limit focus. Finally, the newly developed theoretical processes and propositions are untested and are necessarily influenced by the professional, cultural, regional, and geographical contexts from which they are derived.

6.6 Future Research

As mentioned previously, to avoid repetition, this chapter adopts a holistic and high-level approach to discussion, drawing on the preceding articles. Each of the preceding articles outline specific suggestions for future research. This section, therefore, offers suggestions for the most relevant avenues of general inquiry related to this research.

Further testing and development of the theoretical propositions and associated processes and conditions is an imperative. Future research should seek to establish and extend transferability of the findings presented here. This includes in other regional, cultural, national, temporal, and library subsector contexts; specifically, to determine whether the Relational States of Librarian Professional Identity are applicable to other such contexts within librarianship.

Additional investigation could seek to understand if there are different behaviours associated with different states. Further testing and development of the Librarian Professional Identity Anchor Questionnaire (L-PIAQ) and the Metaphorical-Critical Incident

Technique (MCIT) to redress outlined limitations also provides for additional opportunity. Future research could focus on incorporating and investigating further how the Professional Identity Anchors feature in identity development and the Relational States of Librarian Professional Identity. Future research also should explore how librarian professional identity plays a role in and impacts the wider profession and its education; see Appendix 9 for associated publications and presentations. Finally, future research could apply critical, feminist, and queer theory as lenses to further develop the findings presented in this thesis. In addition to these lenses, future research should be conducted in a culturally responsible and sustainable way specific to Māori librarian professional identity and related to this research.

6.7 Public Librarians and Identity

The conceptualisation of public library practice as being “co-constructed” between the patron and the librarian, society and the institution (e.g., Hicks, 2014a), bears repeating when considering the findings of this research and its implications toward public librarianship and its practice. As mentioned previously, developing these relationships influences identity construction over time which is positioned within the broader profession (e.g., Hicks, 2014a; Lawler, 2014; Whyte, 1956/2002). Public libraries, as institutions rooted in information, service, and civic engagement, inherently incline toward a focus on those being served within that relationship. The findings of this research, however, outline the importance of the influence of organisational/institutional, professional, and societal factors on this identity. In turn, the relational states outline that degree affiliation with the profession. Moreover, the moderators of professional identity negotiations and dominant influences on perceptions characterise various and different factors which contribute to a practitioners’ identity development. That identity development can influence behaviour, e.g., Respondent P1’s comment “I’ve tended to evolve the job to suit me”, Respondent P2’s comment “Yeah, it’s fulfilling a role or a need with skills”, and Respondent A2’s comment “I think [librarianship] is a vocation. But I think become a vocation.” These findings suggest varied ways in which practitioners may approach not only their work, but their role in these co-constructed relationships.

Public libraries are more numerous than their subsector counterparts, they serve on the societal and individual levels (Rubin, 2008), and public librarians have more contact with a society through the individual patron (Kane, 2008). While those who are served are a natural focus of this characterisation of modern public librarianship, the public librarian must also be taken into account, as their identity bears onto the development of these relationships and thus the definition and fit of the public library in the communities they serve. Thus, it is important to consider the practitioner's identity among such factors as professional education, continued professional development, strategic organisational/institutional directional development, and positionality and relationship within local government structures. While professional identity may not fundamentally change certain aspects of library practice, it does have an influence and it is influenced by practice and thus the relationships which are formed around the practice of public librarianship.

6.8 Reflections

Some may wonder at several aspects regarding the researcher relative to the research, specifically on designation as a "non-New Zealander" who has undertaken research in Aotearoa New Zealand. Any research dealing with identity naturally leads to questions of one's own identity. What is it? What spaces does it occupy? How has it shifted and why? What will be enduring? Has one's sense of self grown in such a way to be (hopefully) made better? Having faced any kind of adversity, will the identity outcomes will be constructive, rather than destructive?

Some could argue that to be an "outsider" means imposing limitations from the start; that to be such means that nuance will be lost, and moreover, that it would not be understood that such nuance would be lost. Others have argued that to be an outsider is beneficial, allowing to the ability to see what may otherwise be so implicit that it is generally left unexamined (Hayfield & Huxley, 2015). I, however, would note Gair's (2012) discussion which inherently aligns well with identity. Such a dichotomy is misleading and does not accurately reflect my positioning as the researcher in this context. One's status as insider, outsider, or somewhere between is a sliding scale in which that positionality is being constantly renegotiated. While a non-New Zealander, I am nevertheless a librarian, both certified and practiced. I am also someone who has had the great fortune to have lived in

varying contexts and communities around the world, having worked in different libraries or library-related positions, in different subsectors, in different countries.

So, to reflect on this research, its context and findings, I am struck by both the paradox of the universality of identity, something so inherently individualistic while belonging to a whole greater than itself; and the nexus in which I find myself: modestly travelled, certainly no library sage whose practitioner status influenced generations of librarians or practice from within practice itself, and often reminded of my non-New Zealander status. And yet, there is a professional language which I speak with some proficiency, a variety of experiences from participants in this study which I can understand – some happy, some sad, some shocking, some quotidian, and varying and shifting levels of inter-subjective understanding, some kind of common ground to which I have been to meet my participants. Our feelings are just as important as our experiences which inform identity, as affective response leads to identity negotiations prompted by critical incidents. The relational states provide better insight into, perhaps, why a profession may be a “vocation” for some while a simply a “job” for others. In many ways what these findings suggest is that identity is – at the risk of being clichéd – just as much a journey as it may be a destination. Those who accompany us along the way, whether for a brief or lengthy portion of it, help shape that identity. Professionally, this could be colleagues, mentors, patrons, or even a community of some kind. As one respondent outlined as their critical incident: “Attending my first Te Ropu Whakahau hui⁴... having only joined the industry... as a library assistant.” When asked to elaborate on what specifically made the incident impactful to their identity as a librarian, they responded:

“The event embraced me as a Māori and I became aware of other like minded people in the industry. I was not alone and I had found my work iwi⁵. I have loved being part of Te Ropu Whakahau and the industry ever since.”

As this respondent’s powerful statement makes clear, the intersections of our identities can be profound and are as interwoven among the various aspects of our lives and

⁴ (v): to gather, congregate, assemble, meet.; (n): gathering, meeting, assembly, seminar, conference. See: <https://maoridictionary.co.nz/>

⁵ (n): extended kinship group, tribe, nation, people, nationality, race - often refers to a large group of people descended from a common ancestor and associated with a distinct territory. See: <https://maoridictionary.co.nz/>

understandings of ourselves. Their statement also suggests future research to be done in a culturally responsible and sustainable way – for those better situated to do so. I am particularly aware of power structures in research, academia, colonial contexts, and for marginalised or underrepresented populations. This awareness informed my overall approach to this research, its setting, focus of inquiry, and in reporting its findings. In undertaking this research, my diligence and commitment to responsible partnership with my participants, rather than from me, lead me to explore the many sides of Aotearoa New Zealand. From small villages to larger cities, pastures, mountains, and coasts, in exploring the length and breadth of the country I have also explored many of the identities which compose the practice of librarianship in Aotearoa New Zealand between 2018 and 2020.

6.9 Concluding Remarks

Professional identity provides ample opportunity to understand more authentically the librarian and an ever-changing profession facing unprecedented prompts toward its next iteration. Historic issues facing librarianship have been rooted in identity. Questions of status, legitimacy, jurisdiction, technological adoption and adaptation, gender, stereotypes, and democratic functions are an in inexhaustive list. The development of the library and information science domain into the digital domain will similarly carry these and other issues. It is by understanding how identity, both individual and professional, influences co-constructed relationships that the library-as-institution may better serve. To do so means that library and information science may continue to develop with confidence and fulfil its ancient mandate in contemporaneous and future contextualities.

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Appendices

Appendix 1

Appendix 1: Librarian Professional Identity Anchors Questionnaire (L-PIAQ)

with survey flow

Qualtrics (2018)

Appendix 1

Block: Consent (1 Question)

Branch: New Branch

If

If Participant Information & Consent Sheet - Questionnaire Research Project Title: Public Librari...
No, I do not consent. Is Selected

EndSurvey: Advanced

Standard: Criteria (2 Questions)

Branch: New Branch

If

If Do you consider yourself or self-identify as a librarian? No Is Selected
Or Do you work in a public library? No Is Selected

EndSurvey: Advanced

Standard: Socialisation (6 Questions)

Standard: Individual Perception (5 Questions)

Standard: Stereotypes (2 Questions)

Standard: Open-ended Questions (4 Questions)

Standard: Contextuality (18 Questions)

Standard: Block 8 (1 Question)

Branch: New Branch

If

If Would you be interested in potentially participating in follow-up interviews about your
responses? Yes Is Selected

Block: Block 7 (1 Question)

Branch: New Branch

If

If Would you be interested in potentially participating in follow-up interviews about your
responses? No Is Selected

Block: Block 9 (1 Question)

Branch: New Branch

If

If Do you wish to be entered into the giveaway for one of four (4) \$50.00 gift-cards and/or
receive... Yes Is Selected

EndSurvey: Advanced

Branch: New Branch

If

If Do you wish to be entered into the giveaway for one of four (4) \$50.00 gift-cards and/or
receive... No Is Selected

EndSurvey: Advanced

Start of Block: Consent

CNSNT Participant Information & Consent Sheet - Questionnaire

Research Project Title: Public Librarians: Toward a Typology of Professional Identity **Researcher: Cameron Pierson, MLIS, School of Information Management, Victoria University of Wellington**

Kia ora Colleague,

Who am I?

I am a PhD candidate in Information Studies at Victoria University of Wellington. I am examining how and why people in the library profession come to adopt the identity of 'librarian', and how this might affect leadership.

Do you...?

·Consider yourself/Self-identify as a librarian? ·Work in a public library in New Zealand?

How can I help? Then please take this questionnaire! I am collecting your views in two phases: First, with this questionnaire, and second, follow-up interviews, which are highly connected. You may take the questionnaire and decline to participate in the follow-up interview if you so choose. If you meet the criteria listed above and are willing to participate, please complete the questionnaire. If you are willing and comfortable with providing your name and contact information for the follow-up interviews, please do so in the space provided at the end of the questionnaire. If you elect to participate in follow-up interviews, you will be contacted to arrange a date, time, and place to conduct the interviews. Interviews may last up to one (1) hour. If you are contacted for a follow-up interview, you under no obligation to participate.

What will participation include?

If you chose to complete the questionnaire, you may elect to be entered into a **giveaway for one of four (4) \$50.00 Prezzi® gift-cards**. You may indicate interest in the prize draw without electing to be contacted for follow-up interviews. In this case, personally identifiable information will be separate from responses and only used for the prize draw. Information associated with this option will be destroyed immediately after the draw. If you agree to take part in follow-up interviews, you will be automatically entered into an additional **giveaway for three (3) \$100.00 Prezzi® gift-cards**. Both drawings will take place once data collection has ended.

Will the information given be confidential?

Yes! Confidentiality is assured. All responses to the questionnaire and the interview will only be accessible to the researcher and his supervisors. You may contact his primary supervisor, Anne Goulding by e-mailing anne.goulding@vuw.ac.nz or calling (04) 463 5887. You will not, however, be individually identified by name or by name of your institution or geographic location in any thesis, reports, or other publications relating to this project. The final thesis will be lodged with the University Library. Raw data will be secured so that only the researcher will have access and will be handled in accordance with applicable national laws and university policy. Any personally identifiable information, such as contact information for follow-up interviews, is provided on a voluntary basis. The provision of this information will be regarded as consent to be contacted if chosen. Participants may decline to participate further at any time. All data will be destroyed five (5) years after the completion of this study. **Completion of the questionnaire will be regarded as consent to participate in the questionnaire.**

What if I decide I no longer want to participate?

You may withdraw from the questionnaire at any time by simply closing the questionnaire and any responses you have provided will be removed from the final results. Once you have submitted the questionnaire, however, it will be impossible to retract your answers. You may also contact the researcher should you have any concerns.

Human Ethics

Victoria University requires, and has granted, approval from the School's Human Ethics Committee. If you have any concerns about the ethical conduct of the research, you may contact the Victoria

Appendix 1

University HEC Convenor: Dr Judith Loveridge. Email hec@vuw.ac.nz or telephone +64-4-463 6028.

If you know anyone who meets the selection criteria for this study and might be interested in participation, please pass along this message or contact the researcher directly.

Kia ora rawa atu,

Cameron Pierson, MLIS | PhD Candidate School of Information Management | Victoria University of Wellington RH438, Level 4, Rutherford House, 23 Lambton Quay, Pipitea Campus PO Box 600, Wellington 6011 email: cameron.pierson@vuw.ac.nz

- Yes, I consent. (1)
- No, I do not consent. (2)

End of Block: Consent

Start of Block: Criteria

CRITERIA Do you consider yourself or self-identify as a librarian?

- Yes (1)
- No (2)

CRITERIA Do you work in a public library?

- Yes (1)
- No (2)

End of Block: Criteria

Start of Block: Socialisation

CNTXTLTY Do you hold any formal library qualifications? This may include relevant diplomas, certificates, bachelor or master level degrees, or their equivalents. (Tick all that apply)

Appendix 1

LIS = Library & Information Studies

- Sub-degree level LIS certificate or diploma (1)
 - Degree level LIS qualification (2)
 - Postgraduate or higher LIS qualification (3)
 - Other sub-degree certificate or diploma, e.g. Teacher Aide certificate (4)
 - Degree level qualification in a field other than library and information studies (5)
 - Postgraduate or higher qualification in a field other than library and information studies (6)
 - No professional qualifications (7)
 - Currently studying towards a qualification (8)
 - Other qualification, please specify (9)
-

Skip To: TRN If CNTXTLTY = No professional qualifications

EDU

In the following five (5) sections, please indicate your responses to the statements given on the left. For example, "From my perspective, I view..."

Formal Education

Formal education is any education through a university or equivalent institution, at any level, which has provided a formal degree, at any level, relevant to the library profession.

Appendix 1

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Undecided (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)
The type of education provided in the library profession is highly effective for preparing for professional duties (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library profession offers thorough education to improve practitioner skills (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My education in the library profession has enabled me to do my job very well (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TRN Training & Professional Development

Training and professional development is any relevant training within the library profession

Appendix 1

outside of the university or equivalent institutional setting. This can include on-the-job training, mentoring, continued professional development, such as workshops, webinars, etc.

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Undecided (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)
The type of training provided in the library profession is highly effective for preparing for professional duties (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library profession offers thorough training to improve practitioner skills (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My training in the library profession has enabled me to do my job very well (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SUPRT
Support of colleagues

Appendix 1

Support of colleagues can be understood as your degree of relation with others within the profession, from your perspective.

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Undecided (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)
In professional practice, my colleagues have provided valuable assistance in various ways (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my colleagues have accepted me as a legitimate member of the profession (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I first entered the library profession, my colleagues helped me a great deal to adjust to the profession (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues continue to help me adjust to a changing profession (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 1

INTLVLUS Values

Values can be understood as beliefs shared by a group. They inform such things as professional services and practice, evaluation, aims and objectives, professional knowledge, ethics, and shared expectations.

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Undecided (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)
I explicitly understand the values of the profession (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good knowledge of the way the profession operates (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others in the profession have helped me to adopt its values (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PROFPRTPTN Professional Participation

Participation in professional life and culture can extend beyond formal and work related events. Professional culture includes both the formal and informal: conferences,

Appendix 1

publication, social media groups and participation, listservs, informal gatherings with colleagues, etc.

	Never (1)	Almost Never (2)	Rarely (3)	Occasionally (4)	Semi- frequently (5)	Frequently (6)	Very Frequently (7)
Participation in professional culture is accessible to me (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in the profession outside of work (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration with others within the profession is an aspect of my professional life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Socialisation

Start of Block: Individual Perception

PROF

In the following two (2) sections, please indicate your response to the statements on the left.

Appendix 1

I view the library profession as...

	Strongly Agree (1)	Agree (2)	Somewhat Agree (3)	Undecided (4)	Somewhat Disagree (5)	Disagree (6)	Strongly Disagree (7)
Displaying a high degree of professionalism (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having autonomy in professional affairs (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevant to society (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WRK (In) my work role...

	Strongly Agree (1)	Agree (2)	Somewhat Agree (3)	Undecided (4)	Somewhat Disagree (5)	Disagree (6)	Strongly Disagree (7)
I tend to work in a team (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I deal with a wide spectrum of patron types (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requires a high level of intellectual skill (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is clear and transparent to other professionals (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes an educational role (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 1

SELF

In the following three (3) sections, please indicate your responses to the statements.

I view myself within the library profession as...

	Strongly Agree (1)	Agree (2)	Somewhat Agree (3)	Undecided (4)	Somewhat Disagree (5)	Disagree (6)	Strongly Disagree (7)
Well trained (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extremely competent (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working well with others (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OTHRPRAC I view others in the library profession as...

	Strongly Agree (1)	Agree (2)	Somewhat Agree (3)	Undecided (4)	Somewhat Disagree (5)	Disagree (6)	Strongly Disagree (7)
Well trained (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extremely competent (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working well with others (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 1

STUS Please rate the following according to your own perspective.

	Very High (1)	High (2)	Somewhat High (3)	Neutral (4)	Somewhat Low (5)	Low (6)	Very Low (7)
I view the overall status of the library profession in society as... (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I view the status of my work within the library profession as... (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I view the status of the library profession compared to other professions as... (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I view other professions' respect for the work done by my profession as... (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Individual Perception

Start of Block: Stereotypes

Appendix 1

STRYPS How often do you come into contact with stereotypes of librarians?

- Very frequently (1)
 - Frequently (2)
 - Semi-frequently (3)
 - Occasionally (4)
 - Rarely (5)
 - Almost Never (6)
 - Never (7)
-

Appendix 1

STRTYP5 What are common stereotypes held by others, you are aware of, about librarians?
Please choose any that apply.

- A scholar (1)
- Hair in bun (2)
- Loves books (3)
- Progressive (4)
- Tech savvy (5)
- Clever (6)
- Helpful (7)
- Loves to read (8)
- Rule obsessed (9)
- Wears cardigans (10)
- Conservative (11)
- Hipster/Punk (12)
- Middle-aged woman (13)
- Sexy (14)
- Wears glasses (15)
- Cultured (16)
- Introverted (17)

Appendix 1

- Mostly angry (18)
 - "Shushes" people (19)
 - Wears sensible shoes (20)
 - Deferential (21)
 - If male, effeminate (22)
 - Mostly shelves books (23)
 - Smart (24)
 - Wears tweed (25)
 - Dowdy (26)
 - If male, homosexual (27)
 - Not a professional (28)
 - Subversive (29)
 - If other(s), please specify: (30)
-
- Dual-natured (31)
 - Know-it All (32)
 - Old fashioned (33)
 - Superhero (34)
 - Good with children (35)

Appendix 1

Likes or has cat(s) (36)

Passive (37)

Tattooed (38)

End of Block: Stereotypes

Start of Block: Open-ended Questions

MTPHR

When responding to the following four (4) open-ended questions, please take as much time as you would like in reflecting on and crafting your responses. Feel free to elaborate as much as you like. Please note this section may increase the overall time to complete the survey.

Think about the library profession. By using a metaphor, describe how you view librarianship.

A short, generic example might be: "The diamond waves crashed against the neck of the shoreline" or "the sea shone like a diamond."

MTPHR Think about yourself as a librarian. By using a metaphor, describe how you view yourself as a librarian.

Appendix 1

CRITINCDNT Think of an important event or events that has/have impacted your identity as a librarian.

Please describe the event(s).

CRITINCDNT Please elaborate on what specifically made the event(s) impactful to your identity as a librarian.

End of Block: Open-ended Questions

Start of Block: Contextuality

CNTXTLTY Have you come to the library profession from another occupation?

Yes (1)

No (2)

Skip To: CNTXTLTY If CNTXTLTY = No

CNTEXTLTY If yes, what occupation(s)?

Appendix 1

CNTXTLTY What was your first position within a library?

CNTXTLTY Did you hold a formal library qualification when you began your first position within a library?

- Yes (1)
- No (2)

Skip To: CNTXTLTY If CNTXTLTY = No

CNTXTLTY If yes, what was the qualification?

Appendix 1

CNTXTLTY In the library profession, have you work within a different subsector outside of public librarianship? Tick any that apply.

- No (1)
 - Yes, Academic (2)
 - Yes, Business (3)
 - Yes, Law (4)
 - Yes, Ministerial (5)
 - Yes, National (6)
 - Yes, Parliamentary/Legislative (7)
 - Yes, School (8)
 - Yes, Special-Other (9)
 - Yes, Other; Please specify (10)
-

CNTXTLTY Are you a member of any professional associations?

- Yes (1)
- No (2)

Skip To: DMGPHC If CNTXTLTY = No

Appendix 1

CNTXTLTY If you belong to any professional associations, please specify.

- LIANZA member (4)
 - Te Rōpū Whakahaui memeber (5)
 - Other(s), please specify (6)
-

CNTXTLTY Are you a professionally registered librarian (professional registration, RLIANZA) through the Library and Information Association of New Zealand Aotearoa (LIANZA)?

- Yes (1)
 - No (2)
 - Currently pursuing (3)
-

DMGPHC What is your age range?

- 18-24 (1)
 - 25-34 (2)
 - 35-44 (3)
 - 45-54 (4)
 - 55-64 (5)
 - 65-74 (6)
 - 75+ (7)
 - Prefer Not to Disclose (8)
-

Appendix 1

DMGPHC What is your gender?

- Female (1)
 - Male (2)
 - Trans* (3)
 - Prefer Not to Disclose (4)
-

DMGPHC What is your nationality?

- New Zealand (1)
 - Pacific Islander (2)
 - United Kingdom (3)
 - Australia (4)
 - United States of America (5)
 - Other (6) _____
 - Prefer Not to Disclose (7)
-

Appendix 1

DMGPHC What is your ethnicity?

- New Zealand European (1)
 - Māori (2)
 - Samoan (3)
 - Cook Island Māori (4)
 - Tongan (5)
 - Niuean (6)
 - Chinese (7)
 - Indian (8)
 - Other (e.g. Dutch, Japanese, Tokelauan); Please specify (9)
-
- Prefer Not to Disclose (10)
-

Appendix 1

DMGPHC How many years have you worked within librarianship, not including internships or practicums?

- 0-5 Years (1)
 - 6-11 Years (2)
 - 12-17 Years (3)
 - 18-23 Years (4)
 - 24-29 Years (5)
 - 30-35 Years (6)
 - 36+ Years (7)
-

DMGPHC What is your current position and official position title?

DMGPHC How many hours per week do you work in a library?

- 1-10 (1)
 - 11-20 (2)
 - 21-30 (3)
 - 31-40 (4)
 - 41+ (5)
-

Appendix 1

DMGPHC In what library setting do you work?

- Urban (1)
 - Suburban (2)
 - Rural (3)
-

DMGPHC If there is anything else you wish to share about your professional identity or your time in the profession, please use the space provided.

End of Block: Contextuality

Start of Block: Block 8

CNTACT Would you be interested in potentially participating in follow-up interviews about your responses?

- Yes (1)
- No (2)

End of Block: Block 8

Start of Block: Block 7

CNTACT Please provide your name, a preferred contact method, and your library name and location.

Note this information will be kept strictly confidential to the researcher only and will only be used for the purposes of follow-up for the second phase of this research project. Please feel

Appendix 1

free to abstain from providing information you are uncomfortable or unwilling to share.
Thank you for your consideration.

End of Block: Block 7

Start of Block: Block 9

PRIZE Do you wish to be entered into the giveaway for one of four (4) \$50.00 gift-cards
and/or receive a summary of this research project when it is completed?

Please note, if you chose 'Yes', this will require contact information. This information will be
separate from this questionnaire and destroyed after the giveaway.

Yes (1)

No (2)

End of Block: Block 9

Appendix 2: Interview Schedule

Opening

- What prompted you to work in librarianship?
- What does it mean to be a librarian to you?

Questionnaire

- Metaphors
 - Elaborate/clarify
- Critical Incidents
 - **Why** do you think that was the incident you thought of?
 - **How** do you think it influenced how you see yourself as a librarian?
 - **Why** do you think it influenced you the way it did?
- Opposite Critical Incident
 - **Why** do you think that was the incident you thought of?
 - **How** do you think it influenced how you see yourself as a librarian?
 - **Why** do you think it influenced you the way it did?

Bridge

- To you, is there a separation between your identity as a librarian and your identity outside of being a librarian?
- For how you see yourself as a librarian, is it more about bringing who you are into who you are as a librarian, or enacting an identity as a librarian that's been developed over time within the profession?
- Do you think your view of yourself as a librarian has been more influenced by your own view of that identity or by others' views of your identity as a librarian?

Socialisation

- Do you often participate in professional culture, either formally or informally?
- Do you socialize with colleagues in an informal way?

Closing

- What do you think the next generation of librarians will need to know or what advice would you give them?
- If I have any follow up questions, would I be able to contact you?

Optional

- Have you ever had doubts about your identity as a librarian?
- Have there ever been times when you feel that who you are a person fits or doesn't fit well with who you are expected to be as a librarian?
- Would you say there is anything else that deeply, fundamentally impacted your view of your understanding of yourself as a librarian?

Appendix 3: Invitation to Participate in the Study

Kia ora Colleague,

Who am I?

I am a PhD candidate in Information Studies at Victoria University of Wellington. I would like to invite you to participate in my research concerning the professional identity of librarians working in public libraries in New Zealand. Specifically, I am examining how people in the library profession come to see themselves as librarians.

Do you...

- Consider yourself/Self-identify as a librarian?
- Work in a public library in New Zealand?

How can you help?

Then please take this questionnaire!

http://vuw.qualtrics.com/jfe/form/SV_9nl2NJhiSZ4ymX3

I am collecting data in two phases: First, with a questionnaire, and second, follow-up interviews. You may take the questionnaire and decline to participate in the follow-up interview. If you are willing and comfortable with providing your name and contact information for the follow-up interviews, please do so in the space provided at the end of the questionnaire.

What will participation include?

If you chose to complete the questionnaire and provide contact information, you will be entered into a **giveaway for four (4) \$50.00 Prezzi® gift-cards**. If you are contacted for a follow-up interview, you are under no obligation to participate. If you agree to take part in the follow-up interviews, you may elect to be entered into an additional **giveaway for three (3) \$100.00 Prezzi® gift-cards**. Confidentiality is assured.

Will the information given be confidential?

Yes! All responses to the questionnaire and the interview will only be accessible to the researcher and his supervisors.

I hope you will be willing to support my research by collaborating with me to complete both the questionnaire and interviews. **If you know anyone who meets the selection criteria for this study and might be interested in participating, please pass along this message or contact the researcher directly.**

I look forward to hearing from you.

Kia ora rawa atu,

Cameron M. Pierson, MLIS
School of Information Management
Victoria University of Wellington
Email: xxxxx

Appendix 4: Participant Information Sheet - Interview

Research Project Title: Public Librarians in Aotearoa New Zealand: Toward a Typology of Professional Identity

Researcher: Cameron Pierson, School of Information Management, Victoria University of Wellington

Kia ora Colleague,

As part of the completion of my PhD, this study is designed to examine how and why people in the library profession come to adopt the identity of 'librarian', and how this might affect leadership. Victoria University requires, and has granted, approval from the School's Human Ethics Committee.

I am inviting people who 1) Work in public libraries, & 2) Consider themselves/Self-identify as librarians to participate in this research. Participants will be asked to take part in an interview lasting up to one (1) hour. Permission will be asked to record the interview, and a transcript of the interview will be sent to participants for checking.

Participation is voluntary, and you will not be identified personally in any written report produced as a result of this research, including possible publication in academic conferences and journals. All material collected will be kept confidential, and will be viewed only by myself and my supervisor, Prof. Anne Goulding. The thesis will be submitted for marking to the School of Information Management, and subsequently deposited in the University Library. Should any participant wish to withdraw from the project, they may do so until two weeks after the interview is completed. The data collected up to that point will be destroyed. All personally identifiable data collected from participants will be destroyed within 3 years after the completion of the project. You will have the opportunity to review transcripts of the interviews for accuracy and clarification.

If you have any questions or would like to receive further information about the project, please contact me or you may contact my supervisor, Prof. Anne Goulding at [xxxxx](#) or telephone XXX-XXXX.

Kia ora rawa atu,

Cameron Pierson, MLIS | PhD Candidate

School of Information Management | Victoria University of Wellington

RH438, Level 4, Rutherford House, 23 Lambton Quay,

Pipitea Campus PO Box 600, Wellington 6011

mobile: XXX-XXX-XXXX | email: [xxxxx](#)

Date of Interview:

Date of Withdrawal Deadline:

Appendix 5: Participant Consent Form - Interview

Research Project Title: Public Librarians in Aotearoa New Zealand: Toward a Typology of Professional Identity

Researcher: Cameron Pierson, School of Information Management, Victoria University of Wellington

I have been given and have understood an explanation of this research project. I have had an opportunity to ask questions and have them answered to my satisfaction.

I understand that I may withdraw myself (or any information I have provided) from the interview phase of this project, without having to give reasons, by contacting the researcher Cameron Pierson through either email: [xxxxx](#) or mobile: XXXX-XXX-XXX no later than two weeks from when the interview is completed.

I understand that any information I provide will be kept confidential to the researcher and their supervisor, the published results will not use my name, and that no opinions will be attributed to me in any way that will identify me.

I understand that the data I provide will not be used for any other purpose or released to others.

I understand that, if this interview is audio recorded, the recording and transcripts of the interviews will be erased within 2 years after the conclusion of the project. Furthermore, I will have an opportunity to check the transcripts of the interview.

Please indicate (by ticking the boxes below) which of the following apply:

- I would like to receive a summary of the results of this research when it is completed.
- I agree to this interview being audio recorded.

Signed:

Name of participant:

Date of Interview:

Date of Withdrawal Deadline:

Appendix 6: Permission to Reproduce Pierson et al, 2019.

From: Lucy Gxxxxxxx <xxxxxxx@emeraldgroup.com>

Date: Tuesday, 13 August 2019 at 1:44 AM

To: Cameron Pierson <xxxxx>

Subject: FW: FW: Use and Reproduction Inquiry

Hello,

In answer to your question, Emerald allows its authors to include a published version of their article within their written thesis/dissertation.

If your Institution requires you to deposit an electronic copy, upon official publication, Emerald allows its authors to place the pre or post-print version (aka the 'Submitted version under review' or 'Author Accepted Manuscript') of your article within your current institution's website. By this we mean that while it can have all of the Editorial changes, it must be in a different format – i.e. different font, different layout, etc. and must not have any Emerald logos or branding. We also ask that you include the DOI of the article/s.

We request that the following statement appears on each page;

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If possible, we would request that the article is not deposited online prior to official publication by Emerald- if this is likely, please request an embargo period to ensure that Emerald has first publication.

If you require any further information please don't hesitate to contact me.

Kind Regards

Lucy Gxxxxxxx
Emerald Group

Appendix 6

From: Cameron Pierson <[xxxxxx](#)>
Sent: 06 August 2019 06:27
To: CustomerSupport <[xxxxxx](#)>
Subject: Use and Reproduction Inquiry

Hello,

I am writing to inquire about use and reproduction of my article “An Integrated Understanding of Librarian Professional Identity”, in Global Knowledge, Memory and Communication, DOI: [10.1108/GKMC-01-2019-0008](https://doi.org/10.1108/GKMC-01-2019-0008), in my PhD thesis. I am a PhD candidate and this work is central to my research and therefore necessary as a part of my thesis. Any further assistance on understanding the necessary procedure to accomplish this would be greatly appreciated.

Regards,

Cameron Pierson, MLIS | PhD Candidate
School of Information Management | Victoria University of Wellington
RH438, Level 4, Rutherford House, 23 Lambton Quay,
Pipitea Campus PO Box 600, Wellington 6011
phone: +64-X-XXX-XXXX | mobile: [+64-XX-XXX-XXXX](#) | email: [xxxxxx](#)

Appendix 7: Codebook

Code Name	Description	Files	References
01. Identity Separation	Interview Question Is there a perceived separation between professional and pre-existing identities?	40	40
Convergent Separation	Where perception indicates there was formerly a separation which has ceased (converged) over time to no separation (at time of asking).	3	3
Divergent Separation	Where perception indicates there was formerly no separation which has ceased (diverged) over time to a separation (at time of asking).	2	2
Fluctuating Separation	Dependant on situation/circumstance	7	7
No Separation	A separation does not exist	14	14
Yes Separation	A separation exists	14	14
02.1. Why incident thought of	Interview Question Core Question Related to CI; Why do you think that was the incident you thought of?	0	0
Affective Response		4	4
Admiration		1	1
Amazement		1	1
Amusement		1	2
Anger		2	2
Danger		3	4
Draining		1	1
Embarrassment, Inadequacy		1	1
Empathy		1	1
Frustration		2	3
Happiness		2	2
Love		2	2
Negative-Undefined		7	8
Positive-Undefined		11	13
Pride		2	3
Sadness		1	1
Satisfaction		4	4
Shock		1	1
Surprise		1	1

Appendix 8

Code Name	Description	Files	References
Uncertainty		1	1
Identity, Axial	Axial level code as it relates to its specific parent code	0	0
Affirmation of definition & fit of identity		24	30
Awareness; Discovery of	Facet of identity or context influencing	7	9
Identity barrier, erosion, undermining		9	9
Identity development, growth		6	7
Validation		5	6
Particulars of practice, Co-occurring	That which is mentioned related to specifics of practice and emphasised along with other such elements as identity affirmation, erosion, discovery, development, etc.	0	0
Interpersonal interaction		0	0
General		5	7
Negative		8	11
Positive		7	8
Perceived shift in profession	Usually with a comparative element	3	5
Qualification(s), Mention of, Perceived value in		4	5
Service		12	17
Skills		2	3
Application of Skills		7	10
Learning & application of learning, learned material, skills		3	5
Perceived undervaluing, unappreciation of skills		1	1
Timing in Career		0	0

Appendix 8

Code Name	Description	Files	References
Contextual to time of taking questionnaire & local on-goings		3	3
Early		3	4
Recent		12	15
Uncertainty of Answer		6	6
02.2. How incident influenced self as librarian	Interview Question Core Question Related to CI; How do you think if influenced how you see yourself as a librarian?	0	0
Affective Response		3	5
Confidence		3	4
Dissatisfaction		1	1
Doubt		1	1
Embarrassment		1	1
Happiness, Joy		1	2
Hope		1	1
Irritating, Vexatious		1	2
Negative-Undefined		8	9
Passion		1	1
Positive-Undefined		8	8
Pride		5	6
Surprise		1	1
Identity, Axial	Axial level code as it relates to its specific parent code	0	0
Affirmation of definition & fit of identity		30	63
Awareness; Discovery of	Facet of identity or context influencing identity	32	61
Identity barrier, erosion, undermining		11	18
Identity development, growth		21	39
Desire to contrast self from experience in future	Expressing desire to contrast individual self and behaviour in the future from that which was experienced previously.	2	2
Legitimacy		6	10

Appendix 8

Code Name	Description	Files	References
Realism, Pragmatism, Practicality		5	5
Validation		6	7
Particulars of practice, Co-occurring	That which is mentioned related to specifics of practice and emphasised along with other such elements as identity affirmation, erosion, discovery, development, etc.	0	0
Service		9	13
Skills		14	18
Uncertainty of Answer		3	3
02.3 Why incident influenced the way it did	Interview Question Core Question Related to CI; Why do you think it influenced you the way it did?	0	0
Affective Response		1	2
Amusement		1	3
Confidence		1	1
Danger OR Fear		3	3
Draining Of		1	1
Empathy		1	2
Excitement		1	2
Frustration		2	2
Negative-Undefined		5	6
Positive-Undefined		9	11
Pride		1	1
Sadness		1	1
Satisfaction		2	2
Shocked		1	1
Self-Pity		0	0
Surprise		1	1
Identity, Axial	Axial level code as it relates to its specific parent code	0	0
Affirmation of definition & fit of identity		20	28
Awareness; Discovery of	Facet of identity or context influencing identity	17	33

Appendix 8

Code Name	Description	Files	References
Identity barrier, erosion, undermining		11	13
Identity development, growth		18	26
Influence of Role		2	2
Legitimacy		1	1
Realism, Pragmatism, Practicality		1	1
Validation		8	9
Particulars of practice, Co-occurring	That which is mentioned related to specifics of practice and emphasised along with other such elements as identity affirmation, erosion, discovery, development, etc.	0	0
Interpersonal interaction		8	9
Qualification(s), Mention of		4	5
Service		9	13
Skills		2	2
Application of skills		3	4
Challenge in using		1	1
Completion of task using		1	1
Learning & application of learning, learned material, skills		3	6
Perceived value in or of		2	4
Timing in Career		0	0
Early		1	1
Recent		0	0
Uncertainty of Answer		6	8
02.4 Sentiment - Critical Incident(s)	Interview Question	39	73
Ambiguous	Unable to be determined	1	1
Aspects of Both	Does the CI express both Positive & Negative Sentiments?	6	6

Appendix 8

Code Name	Description	Files	References
Negative Sentiment	Did the CI only express a Negative Sentiment?	29	31
Positive Sentiment	Did the CI only express a Positive Sentiment?	32	35
02.5 Critical Incident Number Reporting	Holistic count - Used to indicate if respondent only had one to report after being prompted for another (usually contrasting, negative event) or if, in the event interviews only permitted discussion around questionnaire CI, multiple CIs were detailed. - "2 or more" node used for any instance where 2 or more are present.	40	42
1		7	7
Positive		5	5
2 or more		34	35
Positive Only Collection	From questionnaire - Did not report an opposite sentiment when prompted in interview	2	3
03. Mode of Entry	Interview question; What prompted you to work in librarianship?	39	100
1st Career		10	10
2nd+ Career		14	14
Ad, Career Councillor or Equivalent (Book, etc)		4	4
Cites love of People, Helping, Service, People orientation		1	1
Cites Love of Reading, Books and/or Information		7	8
Convenience		9	10
Early Exposure		20	21
Encouragement		2	2
Family Member		6	7
Natural Event		1	1
Professional		3	4
General positive affect towards libraries or specific library		13	14
Incidental, Accidental		3	3
Not Reported		3	3

Appendix 8

Code Name	Description	Files	References
Perceived compatibility with motherhood		1	1
Seeking specificities in job		2	2
Volunteering		7	7
04. Behavioural Influence, Perception of	Perception of Dominate Behavioural Influence on Professional Identity	34	45
Both Bringing & Enacting	Interview Question; Seen as both and/or situationally dependent	16	23
Bringing Pre-existing Self	Interview Question; Bringing pre-existing self Into Library Professional Identity	16	16
Enacting Developed Self	Interview Question; Enacting developed self Into Librarian Professional Identity	3	3
Uncertainty of Answer		2	3
05. Influence on Perception, Perception of	Influence on Perception of Professional Identity	36	71
Both Own & Others' Views	Seen as both and/or situationally dependent	12	13
Makes Mention of Others' Views, Stereotypes, etc.	General notation and count of mentioning others' views, stereotypes, etc.	24	29
Others' Views	Outside perception of individual's professional identity as more influential on that identity	3	4
Own View	Individual perception of professional identity as more influential on that identity	22	25
06. Socialisation		40	125
01. Formal Professional Culture	Socialisation within formal professional cultural	39	42
No		6	7
Sometimes		10	11
Yes		23	24
02. Informal Professional Culture	Socialisation within informal professional cultural	38	41
No		11	11
Sometimes		16	16
Yes		11	14
03. Colleagues	Informal socialising with colleagues	40	42
No		7	7
Sometimes		18	19

Appendix 8

Code Name	Description	Files	References
Yes		16	16
Example of profession putting forward an identity (generic or cultural comparison)	Examples of perceptions or indications of the profession providing a collective identity from which individual professional identities may be derived, constructed, and/or influenced by	24	58
Indicative of phases over time of critical incident incorporation	Where differentiation is made of influence of critical incident over time to the professional identity, usually denoting differences between initial occurrence of incident and its discussion within the interview. Can denote sense-making efforts which led to impact on identity, and how those efforts changed over time.	8	9
Event-Outcome, Examples	Indicative of discussion of nature of event and its perceived outcomes	0	0
Negative Event-Positive Outcome		3	3
Positive Event-Positive Outcome		1	3
Institution - Mention of, Framing as,	Mentioning or framing the library as an institution	12	17
LIANZA et al, Mentions of		34	61
Mean to be a librarian	Interview Question; What does it mean to be a librarian to you?	40	69
Notable Quotables		29	69
Outside view; Stereotypes, Mention of		19	35
Perceived shift in profession	Usually with a comparative element	6	11
Prof-Org Tension or Org context		30	67

Appendix 8: Quantitative results

Phase 1 utilised a questionnaire, the Librarian Professional Identity Anchors Questionnaire (L-PIAQ), administered fully online, using Qualtrics, between November 2018 and January 2019. Questionnaire format was chosen to maximise sample selection and to operationalise the Socialisation, Individual Perception, and Contextuality Professional Identity Anchors of the Librarian Professional Identity Continuum (Pierson et al., 2019). Of the Professional Identity Anchors, Contextuality was operationalised with general demographic and library practice questions. Two of the anchors, Socialisation and Individual Perception, were operationalised using pre-existing scales. Respectively, these were a revised version of the Organizational Socialization Inventory (OSI) (Taormina, 2004); and a combination of a revised version of the Interdisciplinary Education Perception Scale (IEPS) (Luecht et al., 1990; McFadyen et al., 2007) and the Generic Role Perception Questionnaire (GRPQ) (MacKay, 2004). The Outside Perceptions Anchor was not operationalized within the wider research project. Qualitative analysis preceded quantitative analysis with an emphasis on an inductive approach. Analysis of the questionnaire data reported in this paper was purposefully prioritised last to avoid biasing any inductively derived results. Due to the arrangement of the research design, quantitative analysis adopted an exploratory approach guided by the wider project's theoretical underpinnings and previous qualitative results (i.e., Pierson, 2020a, 2020b). Data were analysed using IBM SPSS Statistics, version 26. Acceptable observations were defined as those whose data is at minimum 75% complete. Both socialisation and individual perception scales reached acceptable reliability, respectively: $\alpha=.859$; $\alpha=.853$. For further discussion on previously established validity, see respective authors (Luecht et al., 1990; MacKay, 2004; McFadyen et al., 2007; Taormina, 2004). Individual inspection of subscales was also conducted. One subscale (Work Role) tested below an acceptable alpha level ($\alpha= .518$) and was dropped for all analyses. The socialisation and individual perception scales were measured using 7-point Likert scales, 1 as Strongly Disagree/Never and 7 as Strongly Agree/Frequently. Statistical significance was defined as $p<.05$ for all statistical tests. Socialisation was approximately normally distributed with a slight skewness of -0.684 ($SE= 0.213$) and kurtosis of 0.329 ($SE= 0.423$). Individual perception was also approximately normally distributed with a slight skewness of -0.485 ($SE= 0.213$) and a kurtosis of 0.429 ($SE= 0.423$). A Shapiro-Wilk test revealed the socialisation variable as moderately non-normally distributed, $W(129) = .963$, $p = .001$, whereas the individual perception variable was more moderately normally distributed,

Appendix 8

$W(129) = .983, p = .110$. Non-parametric tests were applied in conjunction with parametric tests where appropriate.

181 questionnaire responses were recorded. 50 observations were excluded due to missing data, resulting in a sample size $N=131$. Respondents indicated moderate agreement ($M=5.58, SD=.635$) with such perceptions of socialisation, suggesting an overall perception of positive professional socialisation. Respondents also indicated moderately high perceptions ($M=5.38, SD=.666$) of professional status, self and other practitioners, as measured through the individual perception variable. This suggests an overall positive perception of the profession held by practitioners. Pearson's rho correlation and Kendall's tau correlation were applied to the socialisation and individual perception scales, which indicated moderate positive correlation ($r(128) = .542, p < .01; \tau_b = .373, p < .01$). A series of tests were applied to determine if any significant relationship existed between the Relational States of Librarian Professional Identity ($n=40$) and the socialisation, individual perception, and contextuality scales. Results of independent sample t-tests, Mann-Whitney U tests, chi-squared test of independence, one-way ANOVA tests, and Kruskal-Wallis H tests indicate no statistically significant relationships between variables and the relational states.

Moderate perceptions of socialisation and individual perception of the profession suggests an overall positive perception of the profession of librarianship as it is practiced in Aotearoa New Zealand at this time. The positive correlation of the socialisation and individual perception scales supports a dynamic outlined in previous theorising, where social interaction influences and is influenced by perception, and therefore professional identity development (Pierson et al., 2019). Additionally, the current iteration of the instrument, the L-PIAQ, indicates a viable, prototypical instrument to continue quantitative examinations of librarian professional identity. Its further development, however, is required. Finding no connection among the relational states and the investigated variables suggests support for previously theorised temporal lag in identity incorporation and threshold events influencing any change in the relational states (Pierson, 2020a, 2020b). That no relationship could be established between the relational states and the variables examined in this study is also consistent with previously theorised dynamics of professional identity negotiations (Pierson, 2020a, 2020b). Specifically, that a practitioner's relational state may be contradictory to certain variables, due to temporal lag. Results further suggest that an increased subsample size of the relational states would yield clearer results. Certain variables may provide new insight in such a context, such as socialisation, age range, initial qualification status, etc. Further investigation into these variables would be consistent with the theoretical underpinnings of the wider project, such as temporal lag. Age as a function of time aligns with practice over time and such tendencies as increased personalised professional identity as a function of time (Fraser-Arnott, 2017b). In order to explore more thoroughly the relationship between socialisation and individual perception, both variables need to be more granular to account for such aspects as positive and negative influences on perception and socialisation events. For example, positive and negative critical incidents. These granular aspects must also take into account changes over time. Discussions arising from theoretical and qualitative assessments have indicated that socialisation and individual perception are influenced reciprocally over time, thus precluding any further analysis, e.g., regression. Furthermore, the current individual perception scale as used in this study does not account for the various foci of individual perception for librarian professional

identity as outlined previously by the author (Pierson, 2020b); i.e., perceptions of profession (meaning ascribed & manifest) and perceptions of practice (organisational/institutional contexts). This omission creates a limitation on the data and subsequent results.

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Appendix 9: Associated publications and presentations

Publications

Pierson, C. M., Goulding, A., & Campbell-Meier, J. (2020). Professional identity as gateway to critical practices: Identity negotiations of public librarians in New Zealand with implications for LIS education and practice. *Journal of the Australian Library and Information Association*. <https://doi.org/10.1080/24750158.2020.1777636>

Paper Presentations

⁶Pierson, C. M., Goulding, A., & Campbell-Meier, J. (2019, 28-29 October). *Professional identity as gateway to critical practices* [Paper presentation]. Research Applications, Information and Library Studies (RAILS), Canberra, Australia.

Pierson, C. M., Goulding, A., & Campbell-Meier, J. (2019, 16-18 October). *Metaphors & critical incidents of librarian professional identity* [Paper presentation]. Library Research Seminar VII, Columbia, South Carolina.

Poster Presentations

⁷Pierson, C. M. (2020, 12-23 October). *Public librarians: Toward a typology of professional identity* [Poster presentation]. Association for Library and Information Science Education (ALISE), Virtual.

Pierson, C. M. (2019, 24-26 September). *Public librarians: Toward a typology of professional identity* [Work in progress poster presentation]. Association for Library and Information Science Education (ALISE), Knoxville, TN, USA.

Pierson, C. M. (2019, 27 July). *Public librarians: Toward a typology of professional identity* [Poster presentation]. New Zealand Information Systems Doctoral Consortium (NZISDC), Hamilton, New Zealand.

Pierson, C. M. (2018, 28-30 November). *Public librarians: Toward a typology of professional identity* [Doctoral consortium & poster presentation]. Research Applications, Information and Library Studies (RAILS), Melbourne, Australia.

⁶ Best Paper Award, RAILS 2019

⁷ 1st Place in the Jean Tague Sutcliffe Doctoral Student Research Poster Competition