

# Leaving Librarianship: A Study of the Determinants and Consequences of Occupational Turnover

Susan R. Rathbun-Grubb

A dissertation submitted to the faculty of the University of North Carolina at Chapel Hill in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the School of Information and Library Science.

Chapel Hill  
2009

Approved by:

Dr. Joanne Gard Marshall

Dr. Deborah Barreau

Dr. Victor W. Marshall

Dr. Barbara B. Moran

Dr. Jennifer Craft Morgan

Dr. Paul Solomon

©2009  
Susan R. Rathbun-Grubb  
ALL RIGHTS RESERVED

## **Abstract**

SUSAN R. RATHBUN-GRUBB: Leaving Librarianship: A Study of the Determinants and Consequences of Occupational Turnover  
(Under the direction of Joanne Gard Marshall)

The purpose of this study was to better understand occupational turnover among librarians and archivists by examining the careers of individuals who have left or intend to leave the profession, in order to identify the factors associated with turnover, and to discover the career outcomes of those who leave. The dissertation analyzes a subset of the data collected in 2007 by the *Workforce Issues in Library and Information Science 1* (WILIS 1) project, a study of the career patterns of the graduates of five LIS master's programs in North Carolina from 1964-2007 (J. G. Marshall, Marshall, Morgan, et al., 2005).

The framework of the life course perspective was used in the analysis of quantitative and textual survey responses to facilitate a more nuanced interpretation of careers and the process of turnover in the context of personal relationships and timing over the life course. Themes related to career patterns, work values, work mismatches, turnover, and outcomes of career transitions were identified.

Occupational turnover rates for this sample are low. Only 13% have left the profession, and only 2% indicate that they will leave the field within three years for reasons other than retirement. Good work relationships and opportunities for career development and advancement are important to job satisfaction, and most respondents are satisfied with their LIS work and career. Those who intend to leave or have already left cite low salaries,

overwork, bureaucratic or poor management, a lack of opportunities for advancement, and the unavailability of flexible scheduling or part time work as influences on their turnover decisions. Geographical mismatches or conflicting work and family responsibilities also play a role in turnover decisions. Of those who have left library and archival work, their career outcomes are typically positive, and 91% are satisfied with their current employment.

Binary logistic regression analyses with nested models confirm that the hypothesized predictors that emerged from the survey data and career narratives – job satisfaction, availability of career development opportunities, relationships with co-workers, and salary influence organizational turnover intention. Job and career satisfaction as well as the intent to leave the organization predict occupational turnover.

To Jeff, and to the memory of my parents

## Acknowledgements

I owe a debt of gratitude to many mentors, friends, and loved ones who have made this research and doctoral dissertation possible. First, I am especially grateful to Joanne Marshall for her extraordinary support, encouragement, and mentorship, and for offering me the unique opportunity to work with an outstanding group of researchers on a project that continues to mean a great deal to me. Thank you to the members of my committee who inspired and challenged me intellectually throughout this process: to Victor Marshall, for introducing me to theory in the best course of my doctoral studies, and for bringing out the sociologist in me (that I had no idea was there!); to Jennifer Craft Morgan, for her endless encouragement and guidance (and working Bada lunches that always inspired great ideas); to Paul Solomon and Barbara Moran for their wisdom and compassion and for helping me get my start in librarianship “back in the day;” and to Deborah Barreau for mentoring me, boosting my morale over the past three years, and for always asking thought-provoking questions. I am truly blessed to have had a committee of scholars for whom I have the utmost respect and admiration. I also would like to say a special thank you to Dr. Bill Ware, an outstanding professor who not only inspired me to appreciate and enjoy statistics, but also kept me laughing and learning for four semesters – if only there had been a fifth and sixth course to get me through the last year!

I want to thank the respondents to the WILIS 1 survey whose willingness to share their experiences in and out of librarianship made this work possible. Thank you for all you

have given to your libraries, to the profession, and to this research. I am also grateful to have had the diverse experiences that led me to wander in, out, and back to the profession I love so much, and to be able to share it with a new generation of wanderers in the next part of my journey.

I am grateful to many in the UNC and SILS community who have sustained me as I worked toward my goal. The phenomenal students in my cataloging classes kept me focused on the reason I pursued this degree and gave me joy and energy when I thought I had nothing left to give. I am also grateful to Matt and Kate in the SILS library for their support and kindness, and to Barbara Wildemuth for being a role model to me for many years. I would like to especially thank Jerry Saye for his mentorship and friendship over the last seventeen years, and David Carr for our talks about teaching and life.

Finally I would like to acknowledge and thank the unsung heroes who kept me sane... my dear friends who never left my side and always kept me smiling: Iris, Dana, Judy, Carrie, Marlys, Pam, Chad, and Cheryl; Carol T. for encouragement and our talks; my other Carol for sisterhood and laughter; my other Jeff, you've been there since day fourteen, and I couldn't have done it without you; Chloe, for being such an effective personal assistant and Jax, for curing my writer's block; and Jeff, for being my foundation through all of it.

## Table of Contents

|  |      |
|--|------|
| List of Tables .....                                 | xiii |
| List of Figures .....                                | xv   |
| Chapter 1 – Introduction .....                       | 16   |
| Research problem.....                                | 16   |
| Purpose of the study.....                            | 17   |
| Data source.....                                     | 18   |
| Research questions.....                              | 19   |
| A note on information professions.....               | 19   |
| Definitions.....                                     | 22   |
| Theoretical framework.....                           | 23   |
| Organization of the dissertation .....               | 25   |
| Chapter 2 – Review of the Literature.....            | 27   |
| Research context: studies of the LIS workforce ..... | 27   |
| Voluntary turnover.....                              | 32   |
| Satisfaction and commitment.....                     | 33   |
| The process of occupational change .....             | 35   |



|  |    |
|--|----|
| Turnover in professions .....                          | 37 |
| Occupational change and the life course .....          | 43 |
| Career decisions over the life course .....            | 43 |
| Barriers and facilitators to occupational change ..... | 48 |
| LIS and archival careers.....                          | 51 |
| A second career.....                                   | 51 |
| A question of status.....                              | 52 |
| Professionalization.....                               | 52 |
| Feminization .....                                     | 56 |
| LIS and archival education .....                       | 58 |
| Jurisdictional disputes.....                           | 61 |
| Career mobility in libraries .....                     | 64 |
| Career satisfaction, commitment, and turnover .....    | 65 |
| Conclusion .....                                       | 73 |
| Chapter 3 – Research Design and Methodology.....       | 74 |
| Research design .....                                  | 74 |
| Data collection .....                                  | 77 |
| Data subset.....                                       | 78 |
| Quantitative data analysis .....                       | 79 |
| Qualitative data analysis .....                        | 80 |
| Chapter 4 – Descriptive Results.....                   | 83 |

|  |     |
|--|-----|
| Work experience prior to LIS program.....                                  | 84  |
| LIS program.....   | 85  |
| First job after LIS program.....   | 89  |
| Leaving the first job: a lack of fit.....                                  | 90  |
| Types of mismatches.....   | 92  |
| Current job.....   | 96  |
| Crossing library boundaries.....   | 99  |
| Job quality, satisfaction, and values.....                                 | 101 |
| LIS career.....  | 103 |
| Professional identity.....   | 107 |
| Summary.....   | 111 |
| Chapter 5 – Determinants: Why Do Librarians Want to Leave?.....            | 113 |
| INT-Leave career stories: job dissatisfaction and career satisfaction..... | 113 |
| Profile of ITL9.....   | 113 |
| Profile of ITL14.....  | 115 |
| Profile of ITL23.....  | 117 |
| Leaving the field: a lack of fit.....                                      | 118 |
| A common thread: diversity in job history and aspirations.....             | 122 |
| Discussion.....  | 123 |
| Summary.....   | 125 |

|  |     |
|--|-----|
| Chapter 6 – Consequences: Career Patterns and Perspectives of Leavers..... | 127 |
| Occupational shifts.....   | 129 |
| Leaver career stories: finding a fit .....                                 | 134 |
| Profile of L97 .....   | 134 |
| Profile of L119 .....  | 135 |
| Profile of L186.....   | 136 |
| A tale of wandering – “Life situations change...” .....                    | 137 |
| Entrepreneurship.....  | 140 |
| A return to the fold.....  | 141 |
| Words of discontent .....  | 143 |
| Discussion – process and consequences .....                                | 144 |
| Summary.....   | 146 |
| Chapter 7 – Predicting Turnover with Regression Analysis.....              | 148 |
| Overview of the analyses .....   | 149 |
| Predicting organizational turnover.....                                    | 150 |
| Method .....   | 150 |
| Model development – independent variables .....                            | 151 |
| Results.....   | 153 |
| Predicting occupational turnover .....                                     | 159 |
| Method .....   | 159 |

|  |     |
|--|-----|
| Results.....   | 159 |
| Discussion.....  | 161 |
| Chapter 8 – Conclusion.....  | 166 |
| Summary of findings.....   | 167 |
| Discussion.....  | 169 |
| Limitations .....  | 172 |
| Contribution .....   | 173 |
| Future research.....   | 174 |
| Conclusion: implications for workforce planning in information agencies..... | 175 |
| Appendix A – Selected WILIS Survey Questions.....                            | 179 |
| Appendix B – Scale Measures .....  | 198 |
| Co-workers.....  | 198 |
| Autonomy .....   | 198 |
| Career opportunities.....  | 198 |
| Job satisfaction.....  | 198 |
| Career satisfaction.....   | 199 |
| Appendix C – Detailed Significance Test Results.....                         | 200 |
| References.....  | 203 |

## List of Tables

|  |     |
|--|-----|
| Table 1. LIS degrees and specializations.....  | 21  |
| Table 2. Demographic comparison, by intention status.....  | 86  |
| Table 3. Work experience prior to LIS program, by intention status.....                                  | 87  |
| Table 4 . Factors motivating entry to LIS program, by intention status.....                              | 87  |
| Table 5. LIS program, by intention status.....   | 88  |
| Table 6. Graduation year cohort, by intention status.....  | 88  |
| Table 7. Name of degree received from LIS program, by intention status.....                              | 88  |
| Table 8. Characteristics of first job after LIS program, by intention status.....                        | 90  |
| Table 9. Major reasons for leaving the first job after LIS program,<br>by intention status.....          | 91  |
| Table 10. Setting of current job, by intention status.....   | 97  |
| Table 11. Characteristics of current job, by intention status.....                                       | 98  |
| Table 12. Extent of mobility between types of libraries for those<br>currently working in libraries..... | 101 |
| Table 13. Job quality, by intention status.....  | 102 |
| Table 14. Control over scheduling work hours, by intention status.....                                   | 103 |
| Table 15. Job values, by intention status.....   | 103 |
| Table 16. View of current position, by intention status.....   | 105 |
| Table 17. Career satisfaction, by intention status.....  | 105 |
| Table 18. Percent who have taken breaks from paid employment,<br>by intention status.....                | 106 |

|  |     |
|--|-----|
| Table 19. Movement in job history, by intention status. ....   | 106 |
| Table 20. Occupational changes of former school librarians. ....   | 130 |
| Table 21. Occupational changes of former public librarians.....  | 130 |
| Table 22. Occupational changes of former academic librarians.....  | 131 |
| Table 23. Occupational changes of former special librarians/archivists .....   | 132 |
| Table 24. Descriptive statistics for sample used in regression analyses (n=809).....   | 155 |
| Table 25. Assessing the relative impact of individual and<br>organizational factors on organizational turnover (n=809). .... | 157 |
| Table 26. Assessing the relative impact of individual and<br>organizational factors on occupational turnover (n=809).....    | 164 |
| Table 27. Key to significant differences among groups presented in Chapter Four.   | 200 |

## List of Figures

|   |     |
|---|-----|
| Figure 1. Rhodes/Doering Integrated Career Change Model (1983).....                                   | 37  |
| Figure 2. Setting of first job after LIS program, by intention status.....                            | 89  |
| Figure 3. Setting of current job, if library/information center, by intention status.....             | 97  |
| Figure 4. Professional identity of INT-Stay group during<br>the first job vs. current job. ....       | 109 |
| Figure 5. Professional identity of the INT-Leave group during<br>the first job vs. current job. ....  | 109 |
| Figure 6. Professional identity of the INT-Retire group during<br>the first job vs. current job. .... | 110 |
| Figure 7. Professional identity of the Leaver group during<br>the first job vs. current job. ....     | 110 |
| Figure 8. Representative answers for <i>Neither</i> – first job. ....                                 | 110 |
| Figure 9. Representative answers for <i>Neither</i> – current job. ....                               | 111 |
| Figure 10. Current positions held by Leavers, by type.....  | 133 |
| Figure 11. Current industries of Leavers. ....  | 134 |

## Chapter 1 – Introduction

### Research problem

*Given the current demographics of the national workforce, the potential for turnover is great. Baby boomers (people born between 1946 and 1964) now make up 45 percent of the workforce and “matures” (people born before 1946), 10 percent. The proportion of older workers (defined as those fifty-five years old and up) is projected to increase an average of 4 percent per year through 2015... As the population ages, employers will have to determine how best to replace the growing number of retiring workers from a much smaller pool of rising workers (Jacobson, 2007, p. 10).*

While estimates differ, researchers agree that the library and archival professions are “graying” along with the general population, possibly in even greater numbers (Lynch, 2002; Walch, Beaumont, Yakel, et al., 2006; Wilder, 2003). The Institute for Museum and Library Services (2005) estimates that 58% of librarians will be eligible for retirement by 2019, and the A\*CENSUS (2006) survey indicates that 28% of archivists in the United States will retire by 2013. The number of eligible retirees is exacerbated by the number of late entrants to these information professions and by increased hiring rates in libraries during the 1960s and archival repositories in the 1970s (Lynch, Tordella, & Godfrey, 2002; Walch, Beaumont, Yakel, et al., 2006; Wilder, 1999).

Econometric projections from a study of the national library workforce forecast that 44,781 public, academic, and special librarians with a master’s degree in library science will need to be replaced or added over the ten-year period 2007-2017, because of retirement, death, organizational and occupational turnover, downsizing, and other reasons (J. M. Griffiths, King, & Choemprayong, 2008a, 2008b). The 2008 economic downturn which



resulted in massive losses in retirement funds and other investments will undoubtedly influence retirement and career decisions; however the eventual departure of a large generational cohort of information professionals from the workforce is unavoidable.

Library and information science (LIS) and archival education programs as well as administrators of the libraries and archives that employ their graduates will require data to ensure that the supply of professionals is adequate to meet this increasing demand. New graduates will fill many of these vacancies, but the availability of diverse information career options may divert them to nontraditional employment. To enhance the supply of new graduates, it will become increasingly important to retain librarians and archivists and to facilitate the return of those who have left for other occupations; but to do this it is essential to understand the factors that influence turnover and retention in the field. Very little is known about librarians and archivists who leave their profession for reasons other than retirement in terms of their number, their reasons for leaving, and their subsequent careers. The Ad Hoc Task Force on Recruitment & Retention Issues (2002), a subcommittee of the Association of College and Research Libraries, recognized this dearth of data and suggested this as a strategic area of research for library professional associations.

### **Purpose of the study**

The purpose of this study is to better understand occupational turnover among librarians and archivists and to identify the factors associated with turnover by examining the careers of individuals who have left or intend to leave the profession. I explore the career decision making process by analyzing data from a retrospective career survey of LIS graduates. I use a mixed methods approach including statistical analysis of quantitative data and textual analysis of open-ended survey responses. This strategy allows for a broad

overview of career patterns, while also affording a closer observation of individual career stories. Open-ended responses are used to identify themes related to work values, organizational turnover, the desire to change occupations, and the outcomes of career transitions. Regression analysis is employed to identify the variables most strongly associated with organizational and occupational turnover intention.

### **Data source**

This dissertation analyzes data collected in 2007 by the *Workforce Issues in Library and Information Science 1* (WILIS 1) project (J. G. Marshall, Marshall, Morgan, et al., 2005).<sup>1</sup> The WILIS 1 study conducted a large-scale retrospective survey of graduates of North Carolina LIS programs (1964-2007) to gain a better understanding of issues related to recruitment, education, career patterns, retention, and retirement in LIS careers. Respondents completed a web survey consisting of closed-ended and open-ended questions about their education, employment history, job details, and job attitudes and satisfaction.

The WILIS 1 project is unique in that it was not limited to graduates currently working as librarians or archivists. Since LIS program graduates from a 40-year period are the unit of analysis, a variety of perspectives can be obtained from people at different stages of life and career, regardless of current employment status or occupation. Additionally, the graduates represent five different professional LIS programs that offer a range of degrees and specializations; together these programs approximate the diversity that characterizes the education and training of information professionals. My approach to data analysis and the

---

<sup>1</sup> The WILIS 1 study was supported by a grant from the Institute of Museum and Library Services. The primary research team from the School of Information and Library Science at UNC Chapel Hill and the UNC Institute on Aging consisted of: Joanne Gard Marshall, Lead Principal Investigator; Victor W. Marshall, Co-Principal Investigator; Jennifer Craft Morgan, Co-Principal Investigator; Deborah Barreau, Co-Investigator; Barbara Moran, Co-Investigator; Paul Solomon, Co-Investigator; Susan Rathbun Grubb, Graduate Research Assistant; Cheryl A. Thompson, Project Manager.

WILIS 1 research design, methods, and survey are described in detail in the Methodology chapter.

### **Research questions**

The following research questions guide this study:

1. In what ways are librarians and archivists who *leave* or *intend to leave* their profession similar to and different from those who persist in it?
2. What convergent and divergent themes emerge from the career paths and stories of those who intend to leave or have left the profession? What do their career stories reveal about the internal and external factors that influence librarians and archivists to want to leave the profession?
3. What did the process of occupational turnover look like, and what are the results of turnover for these former librarians and archivists? How well do they fare in their subsequent occupations, and what do they think about their former professional roles?
4. Which factors are the strongest indicators of turnover intention in the library and archival professions?

### **A note on information professions**

Information work in the 20<sup>th</sup> and 21<sup>st</sup> centuries has been characterized by rapid change that is often driven by new technology. While the terms *librarian* and *archivist* may still conjure images of people tending collections of books or sorting documents in dusty basements, these images represent one small part of a history of information work that has grown to include the acquisition, organization, and preservation of information in all formats and contexts. Information workers facilitate access to these resources and create tools to assist users of library and archival materials, data, and records in physical and digital collections or repositories. Information professionals must also manage and digitize items on paper or film as well as administer content that is “born digital” and will remain digital only.

Currently the terminal professional degree for librarians and archivists in the United States and Canada is a master's degree. Traditionally information agencies, such as libraries, archives, and research or information centers, have hired people with library and/or information science degrees and archival specializations. In some states, such as North Carolina, all school library media coordinators in public schools are *required* to have a master's degree in library science and a teaching license (NC Department of Public Instruction - Instructional Technology Division, 2003). The American Library Association (ALA) accredits LIS programs in the United States, Canada, and Puerto Rico. Regional agencies that accredit teacher education programs also accredit degree and certificate programs for school library media specialists. The ALA and the Society of American Archivists craft educational and professional standards, and the Academy of Certified Archivists offers certification for archivists who have a master's degree; however, there is no national licensure or general certification process for librarians, and while encouraged, most employers are not required to hire candidates with a master's degree or archival certification (ACA, 2008; Burnett & Bonnici, 2006).

The type of master's degree and specializations that are offered to prospective LIS professionals are as varied as the institutions that offer them. Table 1 presents some of the typical degree names and concentrations that are available in LIS programs. In response to market demand for particular competencies, programs also offer specialized tracks, certifications, degrees or dual-degree options. Dual degrees allow a student to pursue a master's degree program in LIS concurrently with another master's degree program, such as history, law, business administration, policy studies, and nursing.

**Table 1. LIS degrees and specializations.**

| <b>Representative degrees</b>  | <b>Representative areas of specialization</b>  |
|--|--|
| Master of Arts<br>Master of Science<br>Master of Library Science<br>Master of Information Science<br>Master of Library and Information Studies<br>Master of Library and Information Science<br>Master of Librarianship<br>Master of Education<br>Master of Archival Studies (Canada) | Archives and records management<br>Bioinformatics<br>Children/Youth collections and services<br>Community informatics<br>Data curation<br>Digital libraries and repositories<br>Health sciences information<br>Human-computer interaction<br>Information economics and policy<br>Information retrieval<br>Information systems and management<br>Preservation management<br>School libraries<br>Web management and design |

Hiring patterns in the information professions show that vocational boundaries are frequently crossed. Some information agency administrators who need specialized technological, managerial, or subject expertise are hiring outside the “standard library professional pools” (Neal, 2006, p. 44). At the same time, library and information professionals are working for corporations and organizations outside the traditional library and archival environments or are starting their own businesses: building or supporting technology infrastructure, conducting research, creating and maintaining a web presence or intranet, designing databases, assessing customer information needs, or training users on software or other products (Gordon, 2008). Dual-degree candidates can also cast a wider net outside of traditional work settings when looking for employment.

As electronic access to information becomes more technologically complex and ubiquitous, the boundaries of fields such as library and information science, archives and records management, computer science, and information and communication technology are

becoming less distinct; research and practice are, by necessity, becoming more collaborative and interdisciplinary (Garbay, 2003; G. A. Holland, 2008). Professional roles and identities are also beginning to converge and evolve with job responsibilities and changing technologies (Myburgh, 2003). Given the complexity and interconnected nature of the education for and practice of information professions, there is a need for specificity in the language used to discuss them. For clarity, I define several terms below as I use them in this dissertation.

## **Definitions**

*Librarian:* A librarian holds a degree in library and/or information science and works in public, academic, and special libraries, school library media centers, information centers, archives, the office of a library services vendor,<sup>2</sup> or the office of a self-employed/contract librarian.

*Archivist:* An archivist holds a degree in library and/or information science and works in archival repositories of public and private institutions. Archival repositories are sometimes housed in libraries. According to The Society of American Archivists, “archives are the non-current records of individuals, groups, institutions, and governments that contain information of enduring value” (Society of American Archivists, 2009). Records managers are included in this category even though they work with current, rather than historical, institutional documents.

*Occupational turnover:* A voluntary transition in which an employee leaves one occupation or profession for another.

*LIS:* Library and information science, including archival science

---

<sup>2</sup> Vendors employ librarians to provide collection development, cataloging, and other professional services to libraries that use outsourcing services.

## **Theoretical framework**

The design of the WILIS 1 survey and the approach to data analysis in this dissertation are informed by the life course perspective. Originating in the 1960s in sociological research, the life course perspective is a “theoretical orientation” that functions as a lens with which one studies the entirety of a human life as a function of *context* (Elder, Johnson, & Crosnoe, 2003, p. 3). This framework “has attained a remarkable degree of institutionalization in contemporary social theory and research” (V. W. Marshall & Mueller, 2003, p. 3).

It arose out of longitudinal studies of people in the early part of the 20<sup>th</sup> century, and serves as a method for understanding the interaction of historical, generational, geographical, and social forces that impact a person’s life choices and “pathways” throughout his entire life, from birth to death. Life course studies are frequently interdisciplinary, with fields such as demography, psychology, anthropology, and biology sharing this research paradigm (Settersten, 2003).

Global and national events, such as wars and economic depressions, and the interplay of age cohort, personal psychology, social role, timing over the life course, and personal relationships are a few of the phenomena that are analyzed along with life history. The variety of stages and roles throughout the life course provide the context for decisions made. Additionally, the tension between “structure” (institutional/social forces) and “agency” (individual choice) is explored (Anisef & Axelrod, 2001). In the study of career transitions, the use of the life course perspective makes a more complete understanding of the transitions possible by bringing into focus the background of the change event in a person’s life – its timing, the individual’s location in history and society, the influence of linked lives, and the

significance and meaning the individual assigns to the change as she makes sense of her working life.

Individual decisions are often based on social norms that shift over time. Henretta (2003), in an overview of work and retirement from the life course perspective, indicates that the parameters of a working life have been dictated, at least in the last 75 years, by institutionalized norms of compulsory education for children, and mandatory retirement for elders. Changes in society and industry have led to greater flexibility in this age-based model, resulting in increased late-career job changes and re-entry of retirees to the workforce. Workers who have broken the bounds of age-based social norms will have multiple reasons for having done so, including changing family responsibilities and the desire to fulfill new personal goals (Carr & Sheridan, 2001).

Timing is also an important construct in the life course perspective. On a macro level it refers to the historical time an individual is born into and lives through, the political, economic, and social climate of a generation, as well as major events such as wars or epidemics that influence and constrain life experiences and choices. In the macro sense, timing is outside of the control of the individual and serves as structural constraint or facilitator of choices. Elder (1994) states that “the personal impact of any [social] change depends on where people are in their lives at the time of the change” (p. 6). On a micro level, an individual chooses the timing of important life events, such as leaving the parental home, getting married, having children, and changing occupations; however, while this type of timing is under the control of the individual, it is also driven by social norms. One would need to have a sense that it is the “right time,” whether because of age, life stage, or other circumstances, to change direction.



Marshall and Mueller (2003) note that North American researchers have emphasized “individual transitions” and agency in life course scholarship, while European researchers of the Bremen tradition have focused more on the forces of social institutions and structure on the individual life course, as well as the individual’s sense-making of his life course. The North American approach has a

focus on transitions or life stages considered by the investigators to be crucial or critical for the subsequent life-course experience, and also by a focus on disentangling the processes that select one into a transition from the net impact of that transition on the life course.... The Bremen approach focuses more on institutionalized transitions that may become turning points, for instance when a passage from vocational training leads into unemployment instead of a career.... Work in the Bremen tradition centers on the construction of *meaning* and making sense of one’s life course, rather than how the choices one makes early in life influence and construct the subsequent life course he or she lives. Bremen scholars pay more attention to processes such as ‘subjective appraisal’ of the life course, making meaning, and negotiating the social structure (p. 20).

The structure and content of the WILIS 1 survey allow for detailed analyses of data that recognize the North American and European traditions by capturing timing, context, and the “subjective appraisal” of career decisions. Career trajectories can be determined from the detailed accounts of respondents’ educational backgrounds and work histories. Through their career narratives, respondents contextualize their career choices and explain how timing, family responsibilities, chance, and their own personal agency interact to facilitate or constrain those choices.

### **Organization of the dissertation**

This dissertation is comprised of eight chapters. This first chapter has briefly provided the context, purpose, and theoretical framework of the study. Chapter Two reviews prior research relating to library and archival work and careers; it also presents a broader

context for understanding occupational change by describing the research literature on turnover from a multidisciplinary perspective. Chapter Three details the methodology employed in the WILIS 1 study and my approach to data analysis and interpretation. Chapter Four presents a descriptive and comparative analysis of the survey respondents; they are divided into groups of librarians and archivists who have stayed in the profession, left the profession, or intend to leave for retirement or other reasons. This analysis compares the groups in areas such as education, career trajectories including breaks in employment, job quality, job attitudes, and organizational turnover. Chapters Five and Six closely examine the career paths of librarians and former-librarians in context, from a life course perspective. Chapter Five focuses primarily on the career stories of those who intend to leave, and highlights the main themes related to their motivations for career change; the reasons why librarians and archivists have left the profession are also explored. Chapter Six focuses on the career stories of respondents who have left the profession – their career change decisions and the consequences of leaving. Chapter Seven presents the results of multivariate regression analyses that identify the variables that are most likely to predict organizational and occupational turnover intention. Finally, in Chapter Eight I discuss and interpret the findings of this study, and suggest strategies that information agency administrators and LIS educators might use to retain librarians and archivists or support their re-entry to the profession.

## **Chapter 2 – Review of the Literature**

This chapter provides a research context for investigating occupational turnover in the library and archival professions. First, I establish the need for this study by giving an overview of workforce research in the LIS field. Second, I discuss the literature on the reasons for and process of voluntary turnover. Third, I present career research and life course scholarship that emphasize the ways in which career change decisions are contingent on personal assessment and reflection, historical time, socio-economic circumstance, life stage, and relationships. Finally, I describe the research on library and archival careers in more detail and provide a background for understanding the distinctive factors that may impact LIS work and career decisions.

### **Research context: studies of the LIS workforce**

There has been a trend recently in the LIS research to study library workforce issues to enable better planning for recruitment and retention in light of changing age demographics, pending retirements, and the broader range of professional and financial opportunities that lure librarians and archivists to nontraditional sectors of employment (8Rs Research Team, 2005; J. M. Griffiths, 2004; J. G. Marshall, Marshall, Morgan, et al., 2005; Society of American Archivists, 2006; Steffen, Lance, Russell, et al., 2004). Studies such as these enable further estimation of retirement rates and projection of job vacancies. Results of these and other workforce and career studies will be detailed later in this chapter, but I will provide a brief overview here to point to areas of needed research.

*The Future of Heritage Work in Canada* (8Rs Research Team, 2004) investigated human resource challenges of and opportunities for collaboration among the heritage institutions – libraries, archives, and museums – in Canada. The study team asserted that

the ability of institutions to recruit, retain and develop a committed and talented workforce will determine the ability of Canadian libraries, archives, and museums to participate fully in the development of the new economy, as important managers of information, knowledge, and the cultural record.... This project arose in response to industry calls for a greater understanding of current human resource challenges. Some anecdotal literature has been written, but little hard data exists that could substantiate widespread claims about a human resource crisis looming in the heritage community. A significant lack of qualitative or quantitative data precludes fully informed decision making on the part of individual library, archive and museum administrations; thus, there is a major need for a more systematic exploration of the situation for heritage institutions. Without such data, strategic decision making will be fractured, uninformed, and ineffectual (p. 20)

The project surveyed heritage institutions to assess their characteristics, needs, and challenges in the following areas:

- Recruitment activity – needs, ability, barriers
- Supply of professional workers
- Competency supply/demand match or mismatch
- Projected retirements and demand for replacements
- Succession planning
- Retention
- Professional education of workers and potential workers
- Continuing education and organizational training
- Human resource practices
- Professional and organizational roles

The findings of the heritage work study are useful for workforce planning; however, data were collected at the organizational level. Turnover rates and reasons for leaving the organization are available, but not from the perspective of the individual worker.

*The Future of Human Resources in Canadian Libraries* (also known as the 8Rs – recruitment, retention, remuneration, repatriation, rejuvenation, reaccreditation, retirement, and restructuring – research study) (2005), was a 3-year national study of library workforce

issues using extensive surveys, interviews, and analyses of existing data. The impetus for the library research was the need to address the potential lack of “a sufficient number of adequately trained and experienced staff that could succeed a senior librarian workforce poised to retire in large numbers over the next 5 to 10 years... [and] the perceived need to rejuvenate mid-level staff who, because of downsizing and hierarchical flattening, have not been provided with the opportunity to prepare themselves to fill the roles that will arise from retirements” (p. 1). The project surveyed Canadian library administrators, librarians, and paraprofessionals on their educational background, reasons for pursuing the profession, job attitudes and satisfaction, career development, retirement plans, continuing education needs, organizational mobility, and retention. The surveys included questions regarding career plans and organizational turnover rates; however the respondents’ intentions to leave the profession were not measured.

A 2003 project that is similar to the 8Rs study is *The Future of Librarianship in Colorado* (Steffen & Lietzau, 2005), also known as the 3Rs study – retirement, retention and recruitment. In order to plan for the future Colorado library workforce, this project conducted an online survey of librarians, paraprofessionals, and LIS students across the state to look at workforce issues such as attitudes about librarianship as a career, career plans, retirement plans, turnover intentions, and the interest of paraprofessionals in pursuing a master’s degree in LIS. This research did not investigate the reasons behind turnover intentions.

Two LIS workforce studies are nearly complete as of this writing – *The National Workforce Study (US)* (J. M. Griffiths, 2004) and the *Workforce Issues in Library and Information Science 1 (WILIS 1)* project (J. G. Marshall, Marshall, Morgan, et al., 2005). *The National Workforce Study* proposes to “identify the nature of anticipated labor shortages in

the library and information science (LIS) field over the next decade; assess the number and types of library and information science jobs that will become available in the U.S. either through retirement or new job creation; determine the skills that will be required to fill such vacancies; and recommend effective approaches to recruiting and retaining workers to fill them” (J.-M. Griffiths, 2007). Data are still being collected and analyzed from a variety of sources, including surveys of library administrators, information industry employers, librarians and paraprofessionals, LIS programs, library funders, and high school, college, and career counselors.

Library directors who responded to the *National Workforce Study* provided turnover rates for their libraries and reported the reasons for turnover. As part of a general career survey, librarians currently employed at those libraries were asked to report levels of satisfaction with aspects of their current job, and to indicate breaks in their library careers during which they worked in other occupations. This type of data enabled the researchers to create projections of library workforce supply and demand; however, there are several limitations in using it to investigate turnover. It is impossible to verify if the reasons for turnover provided by the library directors accurately reflect the motives of the employees who left, and former librarians were not surveyed as part of the study. While job satisfaction was measured, the librarians were not asked about their intentions to leave the job or the profession.

The research literature contains numerous studies on work attitudes and satisfaction in librarianship, but few studies have explored the reasons why librarians and archivists leave or intend to leave the profession. The studies focusing on leavers are limited to academic libraries (Burd, 2003; Colding, 2004; Luzius & Ard, 2006; Phillips, Carson, & Carson, 1994)

and LIS graduates in the United Kingdom (Elkin & Nankivell, 1992). Yakel's (2000) study of archival studies graduates looks at retention rates but does not thoroughly isolate reasons for turnover. Few studies survey people who have actually left LIS professions to find out where they have gone and the factors which led them to leave (Elkin & Nankivell, 1992; Luzius & Ard, 2006). It is much more common to survey librarians and archivists about their job and career satisfaction (Albanese, 2008; J. N. Berry, 2007; Horenstein & Bengston, 1993; Houdyshell, Robles, & Yi, 1999; Kuzyk, 2008; Landry, 2000; J. M. Williamson, Pemberton, & Lounsbury, 2005), or their persistence in the profession (Millard, 2003). Other studies focus on previous careers (K. S. Kim, Chiu, Sin, et al., 2007; Whitten & Nozero, 1997), alternative career options (Dolan & Schumacher, 1997; Weech & Konieczny, 2007), or issues surrounding job mobility between types of libraries (Blankson-Hemans, 2002; Bromann, 2004; Burnam & Green, 1991; Gordon & Nesbeitt, 1999).

Much is known about the work lives and satisfaction of librarians and archivists currently in the United States workforce, but several gaps in the research base exist. The completed large-scale studies that can inform workforce planning are geographically limited to Canada and Colorado. The extent of voluntary turnover in the field for reasons other than retirement, the career paths of LIS professionals who leave for other occupations, and the turnover intentions of archivists or those of librarians outside of academic library settings in the US are unknown. The final results of the *National Workforce Study* will shed some light on the extent of turnover, but the other questions remain to be answered. Analyses of data from the WILIS 1 project will help to fill these voids in the research base.

The advantage of analyzing WILIS 1 data to investigate turnover lies in the breadth and depth of career data that was collected on individuals who work in the LIS field and

other occupations. Job and career satisfaction were measured, as were organizational and occupational turnover intentions. Respondents were given the opportunity to write lengthy text responses to give career overviews, explain career decisions, and reflect on specific positions and library and information professions in general. A fairly complete career profile with personal narrative can be constructed for many respondents. Themes that emerge from the qualitative data provide contextual clues for interpretation of the quantitative data and enable the researcher to get a more complete picture of the turnover process, from its determinants to its consequences. Since the perspectives and career stories of former librarians and archivists are rarely captured in LIS research, comparative analyses of WILIS 1 data on those who leave or stay could reveal much about retention in the field. In terms of geography, the WILIS 1 graduates were educated in North Carolina LIS programs and most have remained in the Southeastern US, however, a quarter of the respondents are now geographically dispersed across the country and the globe. Finally, the retrospective nature of the survey allows for the study of career change in the context of an entire career, including educational pursuits, multiple jobs, and breaks in employment.

### **Voluntary turnover**

The reasons that people leave professions are complex, and have personal, social, psychological, environmental, and institutional dimensions. Before looking fully at the research literature on LIS careers, it is useful to examine the variables that are associated with occupational turnover. A variety of types of literature from multiple disciplines, including sociology, business and management, and applied psychology, is necessary to describe the turnover process. This rest of this chapter will examine the predictors and



process of voluntary occupational turnover, the barriers and facilitators to occupational change, and the literature related to satisfaction, turnover and retention in LIS careers.

### ***Satisfaction and commitment***

Job dissatisfaction and career dissatisfaction have been shown to be the primary factors that influence turnover (Firth, Mellor, Moore, et al., 2004; Karsh, Booske, & Sainfort, 2005; Lambert, Hogan, & Barton, 2001; Poon, 2004; van Breukelen, van der Vlist, & Steensma, 2004), so it is necessary to define their components and how they are measured. In essence, job satisfaction is “the extent to which people like their jobs” (Spector, 2000). Doering and Rhodes (1989) define career satisfaction as “a pleasurable affective condition resulting from one’s appraisal of one’s career” that is not bound to the particular job one is currently holding, but to a sense of the overall career from past to present, and the envisioned future outlook (p. 318).

Satisfaction is based on “the congruency between the person’s work orientations and the rewards available in the occupation” (Neapolitan, 1980, p. 218). Congruence is at the center of the person-environment fit theories which posit that the extent to which a job or occupational environment *matches* the employee’s personal needs and requirements will determine levels of satisfaction and influence job behaviors, work performance, and turnover decisions (see Dawis, 2005; Dawis & Duane Brown and, 2002; J. L. Holland, 1997). Employees will seek out work environments that maximize congruency.

Numerous instruments have been designed for the measurement of job satisfaction. An examination of 21 validated job satisfaction instruments (Fields, 2002) found that most of them are measuring satisfaction with one or more of the following aspects of a job: job security, assessment of and relationships with supervisors and coworkers, compensation,

autonomy, working conditions or environment, recognition, opportunities for advancement, the nature of the work itself, and use of one's abilities or skills.

Fewer instruments have been constructed to measure satisfaction with one's career, occupation, or profession. Frequently, these scales are adapted through changes in wording to measure the job satisfaction constructs in terms of a profession, rather than a particular job or position. One career satisfaction instrument does measure satisfaction with the progress and success achieved in a career, in terms of meeting career, income, advancement, and skill development goals (Greenhaus, Parasuraman, & Wormley, 1990). While a person may be satisfied with some aspects of his career or profession, other aspects may be problematic or less satisfactory. Each of these components may act individually or in concert to drive career dissatisfaction, turnover intentions, and actual occupational turnover.

Occupational commitment is usually defined as the degree to which a professional is attached to, identifies with, and feels compelled to stay in her profession. It has been argued that the construct has three dimensions – affective, continuance, and normative. Affective commitment is an emotional attachment to the overall mission or goals of a profession; continuance commitment is the sense that one has made significant investments in career development that will be lost upon leaving; normative commitment is the sense that one is obligated to stay in a profession whether because of status achieved, familial or collegial pressure, or a moral obligation (Meyer, Allen, & Smith, 1993). Blau (2003) suggests that a four-dimensional model of occupational commitment is more appropriate because the nature of continuance commitment is a bi-dimensional construct analogous to occupational entrenchment, being composed of the costs of leaving as well as the perceived availability of

alternative career options. A measure of commitment is frequently used as an independent variable in the prediction of organizational and occupational turnover.

Higher levels of commitment are associated with greater levels of job and career satisfaction (Lee, Carswell, & Allen, 2000). It is *less* likely that a person will change careers if she identifies strongly with and is committed to her career (Coder, 2007). Occupational commitment is also a significant determinant of thoughts about and intentions to leave one's profession and correlates negatively with job stress (Blau, 1989; Blau & Lunz, 1998).

### ***The process of occupational change***

Unavoidable circumstances such as a layoff, organizational restructuring, or a geographical move may necessitate a change of careers; or, an individual may initiate a change out of a desire for difference and life enhancement. The notion of occupational change suggests a role change (Louis, 1980) – a transformation from one professional identity to another, and a proactive extrication from embeddedness to movement, and to potential embeddedness in a new identity and role. Feldman and Ng (2007) define occupational embeddedness as

the totality of forces that keep people in their present occupations... [which are] fit, links, and sacrifice. Fit refers to the extent to which people's occupations are similar to (or complement) other aspects of their lives. Links refer to the extent to which individuals have ties to other people and activities in the occupation. Sacrifice is the ease with which links can be broken – what people would have to give up if they changed occupations (p. 353).

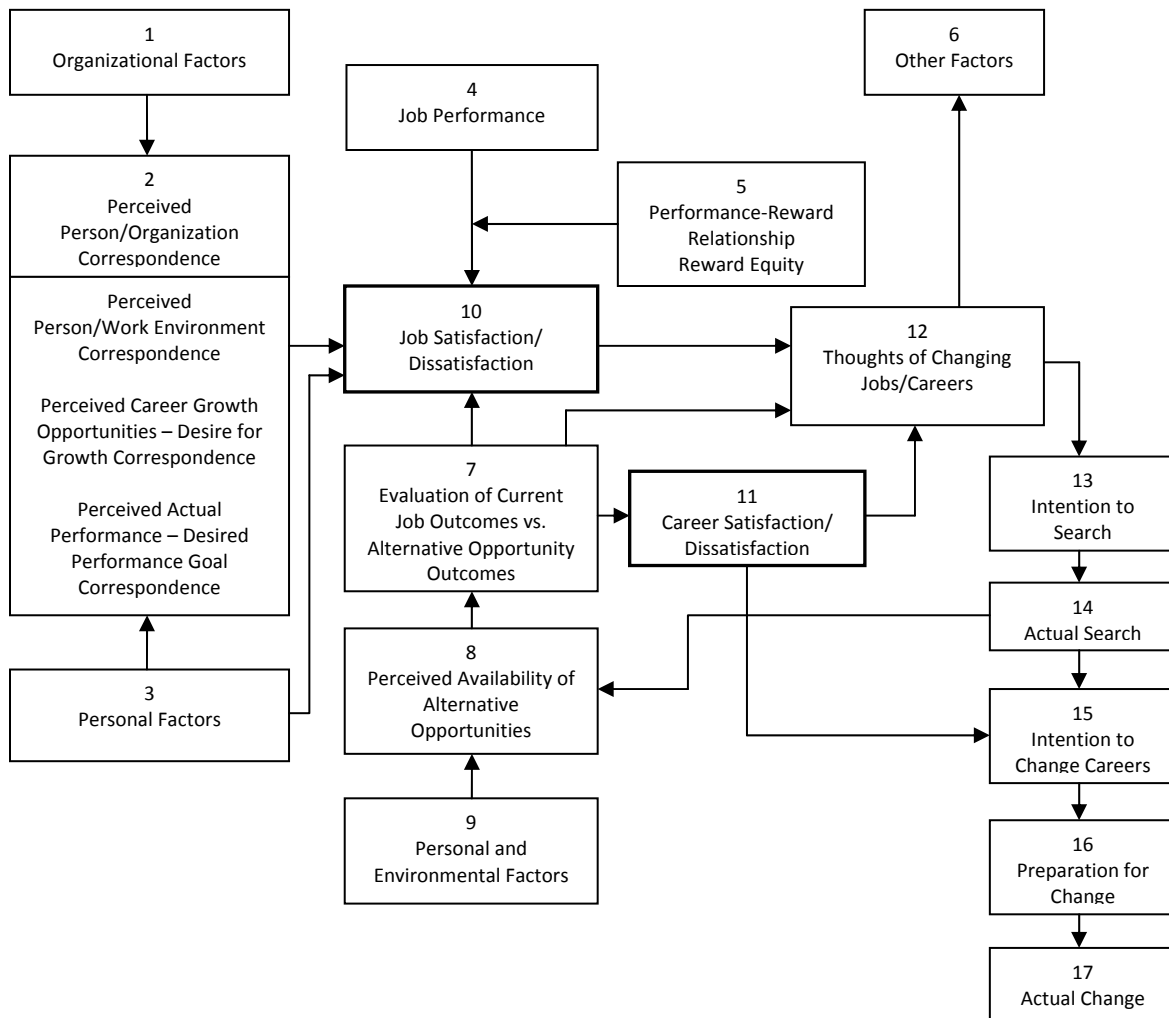
The Rhodes/Doering process model of occupational change is outlined in Figure 1. The process of occupational change happens in stages, but the concept of career satisfaction is central in the model. The worker becomes aware of a disconnection between his values, needs, or desires and the fulfillment provided by his current job and career environment.

Personal and organizational factors combine into a sense of perceived fit between the person and the work environment. If levels of dissatisfaction with this fit are high enough, and there are adequate financial resources, opportunities elsewhere, and family support, the person will begin to entertain thoughts of leaving. These thoughts lead to investigation of options, networking with social contacts, and eventual search behaviors or commitment to educational pursuits that will enable the change to occur.

Blau (2007) tested the Rhodes and Doering model on a longitudinal dataset from a career study of medical technologists (MTs), and was able to look at MTs who had left the profession. Controlling for whether the MT's salary was the primary source of her family's income and for the number of dependent children, two variables which are negatively associated with voluntary turnover (Abelson, 1987; Griffeth, Hom, & Gaertner, 2000), the study found that career satisfaction and "work exhaustion," or burnout, are positively associated with occupational turnover.

The complexity of the Rhodes/Doering model suggests that occupational withdrawal may not happen abruptly, but in stages. Research supports the notion that workers look for intra-organizational change opportunities before seeking employment elsewhere (Nicholson & West, 1988; Steers & Mowday, 1981). Krausz et al. (1995) found that occupational mobility is progressive among nurses, in that unsatisfying work experiences in a particular ward lead them to transfer to a different area of the hospital; if conditions do not improve, nurses move to a different hospital, and eventually will leave the profession when unable to find a suitable work environment within it.

**Figure 1. Rhodes/Doering Integrated Career Change Model (1983).**



***Turnover in professions***

Studies of a variety of professions consistently show that some combination of personal, job, and professional attributes contribute to a situation in which professionals decide that they are dissatisfied and intend to change occupations. Coder (2007) found that for professionals the main determinant of change is job satisfaction, which is negatively influenced by job stress. Predictors of college and university faculty intent to leave the profession include dissatisfaction with workload, support, time constraints, and sense of community (Barnes, Agago, & Coombs, 1998; Rosser, 2004).

Among psychologists, nurses, social workers, and teachers, dissatisfaction and feelings of emotional exhaustion are also associated with intentions to change occupations (Carless & Bernath, 2007; Center for Health Workforce Studies, 2006; Gardulf, Soderstrom, Orton, et al., 2005). It is common in professions like these that require high levels of social interaction for interpersonal stress to lead to feelings of burnout, poor organizational outcomes, and turnover. Like librarianship, the nursing, social work, and teaching occupations are predominantly held by women. The research on turnover in these professions may be instructive for determining some of the more influential factors in the process.

During times of high nurse turnover, the quality of patient care goes down and the nursing unit experiences low morale and lower levels of productivity (Hayes, O'Brien-Pallas, Duffield, et al., 2006). Leiter et al. (1998) studied the relationship between 605 patients' satisfaction and 711 nurses' work satisfaction and turnover intentions in 2 separate hospital inpatient units. Patients were less satisfied with their overall hospital stay, the care they received from nurses *and* doctors, and the health outcomes of their stay when their nurses had higher levels of work exhaustion or greater intentions to quit. Patients were more satisfied overall when they were cared for by nurses who found their work meaningful.

Certain clinical environments have increased turnover, such as oncology units, where patient relationships can be emotionally draining (Gardulf, Soderstrom, Orton, et al., 2005; Hayes, O'Brien-Pallas, Duffield, et al., 2006; Rambur, Palumbo, McIntosh, et al., 2003). Song et al. (1997) compared two types of intensive care strategies, a traditional intensive care unit (ICU) and a special care unit (SCU). ICUs are traditionally known for being task-oriented work environments with "a bureaucratic management model and high technology," whereas the SCU work environment is a patient-centered "case management practice model

with... shared governance and minimal technology” (p. 444). Nurses in the SCU were more satisfied with their supervision and pay, and preferred the SCU over the ICU model.

Unmanageable workloads and schedules, coupled with routinized work environments and poor management or micromanagement, often result in organizational and occupational turnover in nursing. Turnover is greatest in hospitals and clinics in which management fails to communicate clearly, enlist the participation of nurses in decision making, give praise and recognition, and offer opportunities for growth and promotion (Davidson, Folcarelli, Crawford, et al., 1997). Nursing satisfaction is particularly influenced by perceptions of empowerment in the work environment. The following critical success factors for nursing retention are cited in the research on structural empowerment: organizational commitment, participatory management and decision making, trust in the organization, and nurse autonomy (Kutzcher, Sabiston, Laschinger, et al., 1997; Laschinger, Almost, & Tuer-Hodes, 2003; Laschinger, Finegan, Shamian, et al., 2000; Laschinger & Havens, 1996).

Social workers are prone to burnout from emotional exhaustion. Long hours and heavy workloads in a stressful environment with difficult clients take their toll. Those individuals who become too close to the personal problems of clients or who have issues with self esteem or boundaries are particularly susceptible to burnout. Social workers who are burdened with tedious administrative tasks and who lack defined roles and support from supervisors or coworkers are likely to abandon their careers (Center for Health Workforce Studies, 2006; Lyons, La Valle, & Grimwood, 1995).

Balfour and Neff (1993) argue that “turnover rates above 20 percent should be considered a direct threat to the organization’s stock of human capital and its overall effectiveness” (p. 475). Mor Barak et al.’s (2001) meta-analysis of the research on the

determinants of turnover and turnover intentions among social workers and other human services professionals discovered that some agencies' turnover rates actually range from 30 to 60% per year. The strongest predictors of turnover are burnout, job dissatisfaction, low levels of organizational or professional commitment, stress, lack of social supports at work or home, and the availability of alternative employment options.

Nissly et al.'s (2005) study of 418 child welfare workers measured work and organizational stress, work-family conflict, perceptions of social support from work and non-work sources, and intention to leave. Stress and work-family conflict are significant predictors of turnover intention. Lack of support from co-workers or supervisors are also related to intention to leave. Turnover is particularly problematic for social work because it undermines consistency in client care, leads to delays in decisions in abuse cases, and promotes a greater chance for errors and bad judgments because of work overload.

Westbrook et al. (2006) investigated the factors that influence social workers to persist in their profession. Focus groups of 21 child welfare caseworkers and supervisors found the following critical actions that social work organizations can take to increase retention: mentoring and training from caring supervisors and co-workers, recognition from the organization, open communication and feedback, and hiring truly committed individuals. Social workers who had spent an entire career in the profession were more likely to have taken short breaks in employment or moved to different divisions in an organization to get a mental-emotional break. Westbrook refers to these veterans as "committed survivors" who emphasize the need for administrators in human services organizations to create policies that give social workers the opportunity for movement within and outside the organization to avoid burnout, as well as realistic training in how to get things accomplished in highly



bureaucratic systems. Similarly, in a manual for frontline social work supervisors, Hewitt et al. (2001) recommend the following steps to increase retention rates:

1. hire team-oriented people that fit well in the organization
2. create a climate of participatory management
3. set realistic expectations for new hires
4. maintain strong orientation and mentoring programs
5. motivate, evaluate, and recognize employees
6. intervene with constructive feedback when problems arise

The K-12 teaching profession is notorious for high rates of attrition. Nearly 25% of new teachers exit the profession within the first four years (Benner, 2000; Rowan, 2002). In studies of teacher turnover it has been shown that teachers who left the profession were dissatisfied with their workload and salaries, and were unhappy with an environment that provided little in terms of career growth, promotion, and challenge (Chapman & Hutcheson, 1982; Doering & Rhodes, 1989; Smithers & Robinson, 2003). Large class sizes, a negative or violent school culture, student misbehavior, low salaries, and administrative bureaucracies, and unclear expectations are difficult obstacles to negotiate, even for seasoned teachers. A new teacher does not always leave the student teaching practicum with a realistic picture of what to anticipate that first year on her own (Smithers & Robinson, 2003), and unfortunately, she may not have the benefit of being coached by a mentor-teacher, leaving her to feel isolated, overwhelmed and unsupported.

Interviews with teachers are a common method for ascertaining turnover intentions and career satisfaction. Hargens (2005) interviewed 10 high school teachers after their third year of teaching. The teachers who remained at the same school were satisfied with administrative support and did not experience problems with student discipline; however, they did not plan to teach for the rest of their careers because of the lack of opportunities for advancement. Those teachers who transferred to a different school indicated that their

reasons for transfer were based mainly on a lack of support from the administration. The teachers who left the profession altogether cited the following as their main reasons for leaving: a lack of support from the school administration, feelings of isolation and a lack of influence, and student discipline problems. Scheib's (2004) study of music instructors in public schools found that most of the teachers experienced difficult working conditions and were dissatisfied with their salaries, the low status of teachers in society, and the low priorities placed on music education.

Other research has focused on factors related to teacher retention. Blanson (2005) interviewed 13 teachers who had remained in the profession from 5 to 33 years in urban schools. The teachers indicated that what kept them in these schools was their perception that they were "making a difference" in students' lives, as well as having the support of the school administration. Wade (2001) studied National Board Certified secondary mathematics teachers, and concluded that the commitment shown to the profession by earning this certification earned these educators new responsibilities, career development, and greater confidence and recognition, and resulted in greater retention rates.

Women predominate in nursing, social work, and teaching – fields that are considered to be "helping professions." Although these occupations have radically different work settings and require fundamentally different training and skill sets, research has shown they share a common challenge in retaining workers. Turnover in each field also appears to have similar origins: highly interactive, people-oriented work tasks that can be emotionally draining or stressful, and organizational climates that are often plagued with administrative problems such as bureaucratic management, insufficient mentoring, infrequent recognition, isolation from other professionals, and lack of support structures. These factors are associated

with decreased job satisfaction, burnout, and turnover, regardless of the differential ways they manifest in hospitals, social service organizations, and schools. The right kind of interventions by administrators and changes that address these problems could improve retention in all three fields.

## **Occupational change and the life course**

### *Career decisions over the life course*

Nearly 50 years ago, Wilensky (1961) found that men with "orderly" stable careers in hierarchically structured organizations had more stable, integrated relationships and community attachments, but that this stability was not the norm, noting that "a vast majority of the labor force is going nowhere in an unordered way or can expect a worklife of thoroughly-unpredictable ups and downs" (p. 526). He emphasized that economic conditions and imperatives, as well as technological and social change influence the orderliness of career patterns, and presciently asserted that "structural changes – in the content of jobs, the schedule of work, hours of leisure and the agencies that serve it – will offset those labor force trends that make for more predictable careers" (p. 539).

Nicholson and West (1989) estimate that only 10% of the workforce experience an orderly career, and that statistic is likely to have declined further as long-term employment in organizations continues to be replaced by short-term contract and temporary positions, outsourcing, and offshoring strategies that can be coordinated with changing production needs (Cappelli, 1999). While the exact number of adults who will change occupations during their working life course is unknown, the Bureau of Labor Statistics estimates that approximately 9 million people, or 7.25% of employed persons in the US, changed

occupations between January 2003 and January 2004; 40% of those who changed were over the age of 35 (Shniper, 2005).

For mid-career professionals who have never worked in a time of “organizational careers,” frequent movement between different jobs, organizations, and careers may now be commonplace. In this new climate has arisen the idea of “boundaryless careers,” which are not limited to one organizational setting, but span multiple organizations and types of work (Arthur & Rousseau, 1996). This shift is recognized by Feldman and Ng (2007), who note that over the last decade “careers research has concentrated much more heavily on career transitions than on career stability” (p. 351). Heinz (2003) suggests that social structural changes, such as this new psychological contract between employers and employees, herald a time ripe for individual agency in career development, perhaps resulting in occupational change:

... in periods of social transformation, however, self-socialization in the sense of developing self-reflexive strategies for coming to terms with changing job conditions and career breaks becomes a dominant pattern... the individual must assume greater importance as the agent of the timing of transitions, as investor of time in education and paid work, and as the producer of self-constructed pathways through the employment system (pp. 192, 195).

Career theory posits that career exploration and change is not a sign of adult instability, but is a healthy process that can occur successfully, multiple times, during midlife, “enhancing maturity, coping power, and creative productivity” (Super, 1990, p. 359). Research supports the idea that there is a method behind the madness of major shifts in careers during midlife. Riverin-Simard (2000) studied the “career transfigurations” of adults 40 years and older, and found that those in their mid-forties “experienced a rupture with the past and a new departure: they gained a new understanding of their goals, their vocational

identities, and the links that existed between their turbulent private and occupational lives” (p. 117). She asserts that seemingly chaotic career patterns have an underlying sense and are necessary in the context of midlife reassessment of the working life: these “ruptures and new departures into groups of vocational events ... have a specific developmental meaning” (p. 119).

Super and Hall (1978) argue that, during a midlife reassessment, a person may realize that an earlier career choice was a mistake, discover that she has had a change in values or attitudes that do not match her current occupation, find that her expertise is not being utilized, or conclude that further advancement is not possible. Motivation for change sometimes comes in the acceptance that the current occupation is simply a poor fit, and that there are possibilities of a better fit with a new one (Dawis, 2005). Alternatively, a better salary, greater opportunities for advancement, and improved working conditions can be the stimulus for change (Markey & Parks II, 1989).

The timing of career change is particularly salient at midlife, since this life stage often coincides with family transitions, such as spousal job change, divorce, widowhood, the departure of grown children, or the birth or adoption of new children. These turning points have been found to influence midlife occupational changes because they are accompanied by psychological and economic changes necessary for major life transitions that “are purposeful – not haphazard” (Carr & Sheridan, 2001, p. 223). Women who shoulder the burden of family caregiving responsibilities often require more flexible work schedules, and they may see a new occupation that affords the opportunity for self-employment as an incentive to change, in spite of the associated investments and risks (Carr, 1996). Significant changes in family structure or needs may offer adults an opportunity to revive ambitions and career

goals that were shelved earlier in life, or require them to make difficult career choices. For example, relocation associated with a spouse's promotion or other career move may result in the abandonment of one career path for another; a new city, state, or country may offer a very different set of circumstances related to work, occupations, and education or training.

Occupational change is not limited to early- or mid-career professionals, and the transition to a new life stage or the experience of a significant life event can prompt someone to recognize and try to remedy any incongruities between her personal and professional lives (Clopton, 1973). Moen (2003b) argues that, "what used to be seen as the passage to old age is now simply a midcourse transition that may be as much a beginning (a second or third career – whether paid or unpaid) as an ending" (p. 92). People are living longer, healthier lives, and are not ready to completely retire; they want to continue to be productive and fulfilled by meaningful employment. Alternatively, some workers who reach retirement age may still need to work because their pensions have been lost by their companies due to poor investment choices or bankruptcy, their personal savings and investments have diminished during economic downturns, or they have not saved enough or have outlived their savings. Others may simply need access to health insurance.

Many older workers would like have a gradual phased retirement, in which they continue to work for their employer, but with hours and work demands gradually being reduced until full retirement is reached at a specified date. Unfortunately, employers rarely offer this option (Hutchens & Grace-Martin, 2006). Some older adults choose to work in "bridge jobs" between the end of their long-term career and their actual retirement (Cahill, Giandrea, & Quinn, 2006; V. W. Marshall, Clarke, & Ballantyne, 2001; Ruhm, 1990). According to Ruhm (1990), workers rarely retire from work completely at a specific

retirement age. Instead, they leave their “career jobs” prior to retirement age, and transition to other jobs before exiting fully from the labor force. Bridge jobs “are generally located in different industries or occupations from career positions. They also frequently imply reduced or intermittent attachment to the labor force” (p. 483). Cahill et al. (2006) state that

Bridge job behavior was more common among young retirees, the healthy, the self-employed, and those without defined-benefit pension plans. [The] ...majority of older Americans leaving full time employment (about 60% of those leaving full-time career jobs after age 50 and about 53% of those leaving after age 55) moved first to a bridge job rather than directly out of the labor force” (p. 523).

Partial retirement and reverse retirement (re-entry to the labor force post-full retirement) are also more common than a full and final retirement.

Workers at all wage and income levels are engaged in these alternative work arrangements, and research indicates that the subjective outcomes and experiences of these workers will vary. Because of the shift out of the career occupation or industry, bridge employment and partial retirement are associated with a loss in earnings (Ruhm, 1990). In a study of the effects of unstable retirement transitions on health, Marshall et al. (2001) found that “the subjective measure of retirement instability, captured by unfulfilled postretirement work expectations, also was associated with greater stress and lower life satisfaction” (p. 403). A positive outcome of bridge employment was found in a study of professors who were offered retirement incentive packages from the University of California; the results showed that engagement in bridge employment after leaving the university was associated with overall life satisfaction and retirement satisfaction (S. Kim & Feldman, 2000).

### ***Barriers and facilitators to occupational change***

Venturing from the comfort of known territory is fraught with risk and potential losses at any stage in life. For professionals in midlife, there may be feelings of guilt about leaving protégés or incomplete projects and goals behind. Fear or uncertainty about gaps in employment, financial sustainability, age discrimination, or the chances of success in a new field can derail plans for change. While a person may want the transition, he may not have the means, the human and social capital, the stamina, or the confidence to start over in a new occupation. Any of these obstacles could lead to the perception that it is too risky to change professions at this point in life (Blau, 2000; Blau, Tatum, & Ward-Cook, 2003; Holmes & Cartwright, 1993; Neapolitan, 1980).

Another factor that makes occupational change difficult is the stress caused by an interrole transition. Professional role changes often include the culture shock that is common when stepping into a new occupational structure, such as the differences in norms governing professional roles, communication and interactions, and the process of developing a new career identity which may not be as highly esteemed by family and friends, particularly if one moves to a career that has a lower social status (Louis, 1980). Some of the issues faced by midlife career changers are potential age discrimination, loss of career identity, and general insecurity (Newman, 1995).

Favorable economic conditions, accessible education and training, and a pioneering spirit can lessen the perceived risk of a change, but the presence of a social network outside of the current occupation and a supportive family situation is particularly significant to the decision maker. Relationships may be the final arbiter in major work life decisions. Elder (1994) emphasizes that



No principle of life course study is more central than the notion of interdependent lives. Human lives are typically embedded in social relationships with kin and friends across the life span.... The principle of linked lives refers to the interaction between the individual's social worlds over the life span – family, friends, and coworkers (p. 6).

Family ties are critical in career decision making. In work that focused on men's career mobility, Strauss (1971) asserts that “the standard American story of success or failure tends to overemphasize individual ability and responsibility; however, there is implicit in those stories the contribution of the family, at least, to the person's mobility” (p. 153). Heinz (2003) refers to the “contingent work life course,” in which “individual work careers evolve in the context of linked lives; they are tied to multiple, interlocking pathways” (p. 201). An occupational change can impact the financial stability of a family, and create logistical challenges for couples restricted by geography, schedules, and caregiving responsibilities.

Couples use adaptive strategies they think will help balance family and work needs, but these may also be constrained by *social norms* about who should, or is able, to make changes in work schedules or occupations. Moen (2003a) describes the dual career decision making process of couples as “constrained, but intentional” (p. 243) and,

What is fundamental to understanding contemporary occupational career development is the fact that individuals are simultaneously members of both families and workplace organizations... This confluence of overlapping role and status memberships – each with a set of distinctive goals, expectations, patterning, constraints, and possibilities – provides the backdrop against which people in intimate relationships, and even those anticipating such relationships, make vocational and occupational career choices (p. 241).

Hareven (2001) agrees that “synchronization of individual life transitions with family transitions often involves the juggling of multiple family- and work-related roles over the life course... [and] can generate tension, especially when individual goals conflict with the needs and dictates of the family as a collective unit” (p. 142).

Interdependence is also evidenced by the network of colleagues established over the course of a career in one occupation. Becker and Strauss (1956) use the term “sponsor” to refer to mentors who help to promote and guide a subordinate’s passage through an organization or career. Relationships with sponsors and colleagues are not only important socially, but often influence job autonomy, power, and promotion – critical side bets that could be altered or lost by leaving an occupation. However, changes in the lives of these sponsors or peers can also promote change. For example, if a critical sponsor leaves or loses status in an organization or occupation, the relationship may become tenuous and detrimental to the subordinate. The maintenance of work ties could also provide a safety net for someone who wants to try a new occupation, but wants to preserve the option of returning if things do not work out well. Alternatively, a colleague who successfully negotiates an occupational change can serve as a role model or as a contact in another profession, inspiring someone to follow through with a change intention. Higgins (2001) studied the voluntary career transitions of 136 MBA students, and found that “the greater the diversity of an individual’s network of advisors, the greater the likelihood that the individual will change careers” (p. 612).

Finally, the importance of friends and community ties should not be understated. Occupational change may require relocation and the relinquishment of established social ties, leisure activities, and regular interaction with extended family. An individual’s involvement in and commitment to local religious, civic, and interest groups may provide more satisfaction to him than his worklife. Non-work social relationships are a rich source of personal fulfillment and the benefits of an occupational change may not outweigh the losses of these social networks.

## LIS and archival careers

### *A second career*

*Very few in America have ever finished their work careers doing what they started out doing... It is always easy to look around at librarians in various life stages and to order them into a kind of artificial life history. But ask any librarian-as-individual about her history, and one hears a tale of wandering. For most professions, for most professionals, for most of modern history, wandering, relearning, and changing are the typical, not the atypical experiences (Abbott, 1998).*

Librarianship historically has been characterized by many late entrants to the profession, from a variety of different careers (Wilder, 2003). A 1988 survey of 3,421 LIS students in the US found that 73% were older than age 30 (Heim & Moen, 1989). Ard et al. (2006) surveyed 96 MLIS students at the University of Alabama School of Library and Information Studies to determine their reasons for pursuing a career in the field. This study found that 31% of the students did not consider LIS until 5 or more years after obtaining their undergraduate degree; 50% of the MLIS students were 30 years of age or older. According to the Association for Library and Information Science Educators, 46% of students in ALA-accredited master's degree programs during 2003 were 35 years or older (2004). The A\*CENSUS (2006) study found that 58% of archivists had come to the profession as a second career, with most citing teaching or librarianship as their previous profession.

The former careers of second-career librarians may have an impact on the type of library work they pursue. Whitten and Nozero (1997) surveyed 21 second-career academic librarians in Nevada about the impact of their first careers on their perceptions of their work in reference service. Half of the librarians came from a teaching background, and half came from a business environment. Most of the former teachers did not specify that they used their instructional skills or background in their reference duties. Members of both groups indicated

that their former positions influenced their awareness of and belief in customer service. Some of the respondents cited pre-existing subject expertise as useful to their current jobs. Subject expertise often creates an in-road to a second career in librarianship (K. S. Kim, Chiu, Sin, et al., 2007).

The 2007 Library Journal placements and salary survey found that the first careers of women respondents were in the areas of “education, human services, nonprofit agencies, and the arts, while men reported jobs in law, medicine, science, and engineering” (Maatta, 2008, p. 34). The differing backgrounds and age cohorts of these late-career new librarians mean that each will have differing norms and understandings of what it means to start and leave jobs, institutions, and careers. The question of whether second-career librarians are less likely to move on to a third career is yet to be answered by research.

### *A question of status*

Does the status of a profession influence career satisfaction and occupational turnover? A look at the historical background of librarianship will highlight several aspects of the profession that may shape professional attitudes: professionalization, feminization, LIS education and jurisdictional disputes.

### *Professionalization*

Newcomers to librarianship soon find that some of their colleagues are preoccupied with the status of and respect for the profession. Since the days of Melvil Dewey, when professional associations began to flourish and a variety of occupations began to claim professional status, writers inside and outside of librarianship have debated whether it is, in fact, a profession at all (Butler & Butler, 1951; Dewey, 1876; Goode, 1961; Kuhlman, 1938).

The debate continues about the status of librarianship in more recent times (Abbott, 1988, 1998; Asheim, 1978; Mihram & Anderson, 1991; Nielsen, 1981; Winter, 1983).

Goode (1961) asserts that librarianship does not fulfill the requirements of a profession because library science is not a well-defined intellectual discipline, librarians do not necessarily contribute to scholarship and research, and they do not have any authority over their clients or the use of information. To refute Goode's assessment, and propose a more comprehensive way to evaluate the professionalism of librarianship, Winter (1983) describes three sociological models for the study of professions: the trait model, the functionalist model, and the occupational control model. For the first model, he describes the six traits of a profession:

1. A representative occupational association concerned with general standards of professional activity
2. The establishment of formal educational programs affiliated with a university
3. The creation and maintenance of a body of theoretical and practical knowledge – the mastery of which is a precondition of admission to professional status – along with the presence of a core of scholars to regularly contribute to this body of knowledge
4. The development of ethics codes regulating the conduct of professional workers
5. The cultivation of an orientation of service to a specified group of persons
6. The social recognition of professional status from some significant segment of the surrounding community (p. 10)

The second model is the functionalist approach, which emphasizes institutionalization and control over professional education and knowledge, as well as the primacy of the professional-client relationship. Winter describes the third model as one based on occupational control, “focusing on power as a central issue, it provides an essential recognition of the fact that the growth of the professions cannot be understood outside the context of the struggle of many occupations to dominate the world of work and achievement” (p. 19).

Winter argues against using only one sociological model to evaluate librarianship's claims to professionhood. In terms of traits, he posits that traits 1,2, 3, and 5 are the strongest ones librarianship can claim to support the trait model of professionalism, in particular the profession's mission to support intellectual freedom. He also states that these traits exist on a continuum, and that, even in medicine, there are no absolutes when it comes to power over the client or legal control over specialized knowledge; these "absolutes" are more often culturally, rather than legally sanctioned. He points out that not only LIS scholars produce research in the field. Library practitioners may even contribute more literature than practicing doctors or lawyers in their respective disciplines. In terms of occupational control, he states that American Library Association accreditation is one means of institutional control over LIS education. Winter concludes that the best approach to studying librarianship as a profession is a multi-model one that looks at traits, institutionalization, and interactions among players, particularly those that involve consensus and disagreement among power groups over occupational control and autonomy.

Professionalization is often seen as the panacea for raising the perceived low status of librarianship, which some argue has been undermined by its being populated mainly by women and its reputation for vocationalism (Carpenter, 1996). Asheim (1978) reflects that,

the basic assumption is that improvement of the status of librarianship would be most readily accomplished if librarians could win acceptance of it as a profession, and the attempts to gain that acceptance take certain familiar forms: (1) the outright claim that it *is* a profession, in the hope that someone will believe it; (2) attempts to draw parallels between librarianship and already accepted professions to substantiate the claim to the recognition; or (3) proposals that librarians assume more of the familiar characteristics of the acknowledged professions to press their claim more convincingly (p. 226).

Some suggest that aspiring to some ethereal prototype of professionhood is not necessarily what librarians should focus on (Asheim, 1978; Nielsen, 1981; Winter, 1983).

Asheim (1978) eloquently argues for an alternative approach, given that the changing social norms and rise of antiprofessionalism in the 1960s

introduced a new approach to the status of librarianship. It became possible to evaluate the practices of librarians on their own terms, and to decide whether criteria borrowed from other occupations are really applicable. By accident, foresight or default, librarianship has not yet fully adopted some of the characteristics of the traditional professions which are now most vulnerable. We are thus free to decide which standards will best serve the needs of librarianship and will preserve those aspects of its service which are unique. ... In other words, we may wish to concentrate on those professional goals that have withstood the critical scrutiny of the 1960s – client-orientation, special knowledge enlisted in the service of people, public benefit before private gain, for example – rather than on the symbols of particular occupational prestige. This may keep us forever out of the traditional professional pantheon. On the other hand, it could lead to the discovery of a different and better star to be the hitching post: a new, more flexible set of professional standards which would focus, not on the symbol, but on the thing itself (p. 253).

The work of librarians and archivists has evolved differently; thus, the question of professionhood is slightly different in archival work in the United States, and focuses on the core body of archival knowledge. Bastian and Yakel (2005) state that

For archivists, the search for professionalism has been a long and evolving process. In the United States, an archival career in the early and mid-twentieth century typically began with a history degree and an apprenticeship. Only recently has archival work required an advanced degree focused specifically on acquiring archival knowledge. In a parallel movement, identifying, codifying, and teaching the archival knowledge base (in terms of both the theory and practice) has developed slowly over the past 50 years.... over the past decades not only has the number of archival courses increased but strong archival curricula have emerged (p. 96).

### *Feminization*

This section is limited to librarianship because, interestingly, the issue of feminization does not appear to be as historically problematic for the archival profession, although it is becoming an issue. In 1956 about 65% of archivists were male; by 2006 there was a reversal and 65% of archivists were female (Walch & Yakel, 2006).

Although libraries and librarianship have existed since antiquity, the state of the profession in the US today has its origins in the late 19<sup>th</sup> century. At that time, Melvil Dewey spearheaded many of the innovations in librarianship that persist more than a century later, such as formal education and training for the profession, the Dewey Decimal Classification (now in its 22<sup>nd</sup> revision), *Library Journal*, the American Library Association (ALA), the concept of the traveling library, and, perhaps, most significantly, the encouragement and introduction of women into the library workforce (Jackson, 1974).

Dewey and many in the society of his time believed that young, newly educated women were uniquely suited to the work of libraries. Public opinion embraced the idea that a woman's sphere of influence could extend from the home to the greater community, a place where women would be natural hostesses, opening the minds of youth and new immigrants to the world of good reading that could be found in the library. At the same time, the expansion of libraries across the nation required a substantial workforce, and male library directors concerned with keeping costs down hired women for low-paying, largely clerical positions. By 1920, the profession was made up of a 90% female workforce (Garrison, 2003), but men still held most management and leadership positions, an inequity that still exists to some degree (Braunagel, 1979; Murgai, 2004; Vogt, 2003). The feminization of librarianship



is associated with the occupation's problems of lower pay and perceived status, because of the devaluation of women's work, which is often service-oriented (Harris, 1992).

The perception that librarianship has been unable to fully professionalize is supported by structural issues. Abbott (1998) views librarianship as a "semi-profession" that is distinct from a full profession in that its "members are bureaucratically employed [and] often lack lifetime careers.... The major semi-professions are social work, teaching, nursing, and librarianship. As the examples make clear, the conceptual difference... probably has more to do with the difference between men and women than with anything else" (p. 431).

Carpenter (1996) argues that the lower status of the profession is not a result of feminization by itself, but feminization in conjunction with the structure of libraries as historically bureaucratic, hierarchical organizations. Library management practices have traditionally emphasized rules and regulations which kept employees in line with the mission of the leaders, and originated from a need to control large numbers of female subordinates:

...the presence of women led to the development and long continuation of organizations in which the power of the head librarian was enhanced and made more "natural" by the gender difference between the managers and those being managed. And further, that organizational pattern has worked in symbiosis with the historic deprivation of a voice for women to produce an occupational group that focused on the task at hand, carried out the rules and policies of others, and did not assert its role in the wider communities in which it existed (pp. 84-85).

Carpenter also suggests that the role of librarians in the dissemination of knowledge, rather than the creation of it, also contributes to the profession's lower status. The currency of intellectual pursuits is research and the creation of new knowledge; hence, the librarian is a mere service worker, or handler, of the accomplishments of scholars. Winter (1988) describes this mediating role as the conducting of an "applied metascience" in which the

librarian's professional interest is form, over content: librarians match user needs for specific content with the appropriate forms containing that content (p. 8).

### *LIS and archival education*

LIS education has long been criticized for being too practical, and for lacking an abstract body of knowledge or theory that is unique to library science, relying instead on other disciplines for applicable theories and research methodologies (Bennett, 1988; Buckland, 1988; Hjørland, 2000; Shera, 1960, 1963). While LIS education has evolved considerably, the theory-practice debate that continues is understandable given the origins of library training. Until Dewey's creation of the Columbia School of Library Economy in 1884, preparation for a career in librarianship happened exclusively on the job. Programs that followed Dewey's model were founded on his scientific management principles and turned out female graduates who were trained to perform the functions, albeit mostly clerical, of the library (Garrison, 2003; Jackson, 1974). The approach to early LIS education was to train library workers with a strong service orientation and a drive for efficiency.

By 1923, library education programs were being criticized by Charles C. Williamson (1923) in his report to the Carnegie Corporation for a host of deficiencies: curriculums that were unscholarly, too clerical and routinized; a failure to attract male students and faculty to the profession; the lack of a licensure or certification component; and unprofessional admission standards that evaluated personality traits. An accrediting body for library education was established two years later, and exists today through the ALA. Over 75 years later, the criteria for accreditation of library programs have evolved substantially and the curricula in most programs today contain a core body of knowledge and a healthy balance of theory and practice; however, librarianship is still an unlicensed profession with no general

certification process (Burnett & Bonnici, 2006). Additionally, while there are frequent calls for better collaboration between library administrators, practitioners, and educators, there is no resource for best practices in this regard (Dougherty, 2006; Lillard & Wales, 2003).

Crowley (1999, 2007) argues that librarians who have completed their degrees since the introduction of the personal computer in the mid-1980s graduated from programs that were eager to introduce “information” in the names of library programs and use the term as a marketing tool. Students were courted by possibilities of doing more with their library degree as “information specialists” outside of libraries. Curricula were expanded to include automation, systems analysis, information retrieval, database design, and later, web design and XML programming. The past 20 years have seen the migration of card catalogs to online systems, the birth of the internet, the development of born-digital content, and Google. Students of library science now have expectations that librarianship is just one possible career of many that are open to someone with expertise in information retrieval, organization, management and technology, such as positions with information vendors and software companies. Often the choice comes down to performing these high tech duties in a library for no more compensation or moving to a non-library organization that will pay a premium wage for these and other competencies that a master’s degree provides (Dolan & Schumacher, 1997). In 2007 the starting salaries of LIS graduates who describe their jobs as “information science” positions were found to be 20% higher on average than those of graduates with “library science” or “other” positions (Maatta, 2008).

Weech and Konieczny (2007) reviewed the literature on alternative careers for LIS graduates, in light of the increased interest LIS educators have taken in graduates who do not pursue library employment. Graduates have options in industries where a LIS degree is not

required and market demand is higher, such as marketing, publishing, and information technology. These industries appeal to LIS professionals who are dissatisfied with library careers, and are interested in higher salaries, better technology, skills-building and development, and variety in work assignments. The authors argue that following career patterns is difficult, particularly those of graduates who choose jobs in nontraditional settings; past studies are not generalizable because of unsystematic collection of placement data, inadequately designed survey instruments, inconsistent definitions of "alternative careers" and job titles, and low response rates. The authors conclude that, although survey research does not support the anecdotal literature that interest and opportunities in alternative careers for LIS graduates are increasing, getting hard data on this phenomenon should be pursued seriously in the future.

Bastian and Yakel's (2005) investigated the curricula of archival education programs to determine whether there is a core body of theoretical and practical archival knowledge being taught consistently, regardless of the location of the program. Archival education programs are situated in LIS programs, information schools, museum studies programs, and departments of history and public history. The study found that the archival courses in schools of LIS were "more developed" than those in history departments, and that there is

a wide disparity among course quantities as well as among the courses that programs choose to offer. At the same time, there is strong consensus on what an archival core should consist of. This strong consensus suggests that archival studies do have the unique core knowledge that identifies it as its own profession, separate both from history and from LIS. The lack of a standardized curriculum, however, impedes the ability not only to teach archival science, but to teach those who would then go out and teach archives (p. 112).

### *Jurisdictional disputes*

A tension exists in LIS education in terms that are best described through Abbott's (1988, 1998) theory of professions – jurisdictional disputes, or interprofessional competition between related professions that share disciplinary turf. Many graduate schools or departments of library and information science (or “studies”) provide education and training for future librarians as well as for future professionals in other interdisciplinary information occupations such as systems engineering and interface design, without treading on the boundaries of the separate discipline of computer science (Burnett & Bonnici, 2006). While the terms “library” and “information science” commonly appeared together in the research and in the naming of graduate programs in the 1960s, a merger of the terms into a cohesive discipline in its own right has been slow to develop, perhaps because of the inherent interdisciplinarity (Bennett, 1988).

Occupational control and jurisdictional disputes between professions that do related work are at the heart of Abbott's (1998) article on librarianship as a profession. He argues that codes, licenses, and professional organizations

[do] not protect an occupation when new knowledge transforms the nature of its work, when other occupations take parts of its work away, when the capital requirements of its work gradually force it to be organized in different ways. What really matters about an occupation – librarianship or any other – is its relation to the work that it does” (p. 431).

Abbott uses the bureaucratization of medicine to illustrate how external forces encroach on the territory of a profession – specifically the ways in which insurance companies, hospital administrators, and malpractice attorneys control and limit physician autonomy and decision making. He indicates that the outside force influencing and changing the jurisdiction of

librarianship is mainly technological in nature; those who control technology and access to information via technology are *also* conducting information work. He claims that

the future of the profession of librarianship thus seems clear if very complex and contingent. The profession will no doubt continue its generalist strategy and federated structure. Individuals will continue to flow in and out of the profession at many levels and career stages. To the profession as a whole, the central challenges lie in embracing the various information technologies of the future and the groups that service them. This embrace will end up redefining the profession (p. 444).

A relatively recent phenomenon in LIS education is the move to the “iSchool” concept. Some schools or colleges within universities have chosen the name “information school” to better represent their mission; “library science” is still a part of many of these schools, along with other information-related disciplines (Burnett & Bonnici, 2006; Cronin, 2005). In an article on the history of the iSchools movement, Olson and Grudin (2009) note that the iSchools Caucus is made up of 21 schools that share a research mission and

core vision [in which] information, technology, and people are considered to interact and to be of roughly equal significance. Launching this required a decidedly interdisciplinary approach, with experts in each area sharing insights into meaningful syntheses of the three components. The information component was populated from the fields of library science, archives, and information retrieval. Technology came mostly from computer science, but could include a range of information appliances, such as telephones, handhelds, and embedded systems. People were initially represented by psychologists, sociologists, anthropologists, and management specialists. How to meld this interdisciplinary mix became a central energizing thrust at the early iSchools (p. 17).

The deans of the iSchools collaborated on an informational website, and their stated mission is as follows: “Deans from a number of leading iSchools have joined together to leverage the power of leading iSchools in building awareness of, support for and involvement with the iField among key constituencies, principally the media, business community, those who fund research, student prospects, and users of information” (i-schools, 2007); only four of the iSchools retain the word “library” in their names.

According to Olson and Grudin (2009), new collaborations between LIS and other disciplines through the iSchools have led to increased research funding and an active new conference in its fifth year. The authors recognize that overall, the consequences of this academic movement are positive:

In all academic evolutions, there are legacy organizations and there is some resistance to change, but the gathering momentum and energy in the iSchool movement cannot be denied. Graduates of iSchools are faring well in the job market, landing a variety of kinds of jobs in academics, nonprofits, government, and industry. iSchool faculty are contributing research that is respected in their home disciplines as well as in the information sphere (p. 19).

The mention of the terms “evolutions,” “legacy organizations,” and “resistance to change” connote Abbott’s process of jurisdictional dispute and change.

Some of the library-oriented LIS literature reflects concern and discontent among some legacy library science faculty who suspect that their colleagues are trying to usurp the library science field in order to legitimize information science as a replacement for the traditional discipline, and simultaneously jettison the historical baggage of librarianship (Crowley, 1999; Gorman, 2004). Critics often link information scientists and their advocates to library administrators who want to do away with the costs of traditional librarians and library services by utilizing library paraprofessional staff, who do not have the master’s degree, for professional positions, and by distancing their organizations from the traditional role of libraries as conservators of cultural heritage and providers of education and service to communities (Crowley, 2007; Gorman, 2004; Sierpe, 2003). Unfortunately, a recent *Library Journal* job satisfaction survey found some foundation for concerns about deprofessionalization (J. N. Berry, 2007). Identity crises and concerns over status are nothing new to the profession, but research is needed to explore whether the evolution of the field creates weaker ties or commitment to traditional librarianship and archival work.

### *Career mobility in libraries*

Career mobility in librarianship was once limited to changes between types of libraries; for example, a reference librarian in a public library may try to find a job as a special librarian in a corporation; or a children's librarian in a public library might attempt to move to a university library. Now librarians have a choice between moving to a different kind of library or to a different industry altogether. Interestingly, it may be easier to change industries. Once one has established a career in a particular type of library, it can be difficult, but not impossible to move to a different type of library as part of an intraprofessional career change. Moves from general libraries to specialized ones, such as medical or corporate libraries can be more difficult because of the expert knowledge that is often required in specialized information centers. Stereotypes can also be difficult to break. School librarians may find themselves "typecast" as only useful for storytime and managing children, while public librarians might be viewed as lacking the academic know-how and rigor to succeed at a university library.

An encouraging study by Gordon and Nesbeitt (1999) found that 28% of the 391 librarians surveyed had been able to change library types successfully; the group of changers was divided fairly evenly into quarters: moving from public to academic libraries, from public to special libraries, from academic to special libraries, and from academic to public libraries. Unfortunately, no information was available on those who had not been successful in making the switch. As mentioned in the section on occupational change, even intraprofessional career change can involve culture shock in terms of differences in organizational structure and culture, opportunities for advancement, and compensation (Edwards, 2002). Additional training or education could be a barrier to changing types of



library; for example, public school librarians are often required to have completed coursework in education, and have state or national board certification to qualify for a position (Bromann, 2004).

The professional literature occasionally publishes personal career stories that showcase successful career transitions from one type of library to another in juxtaposition to perceptions that these types of changes are prohibitively difficult. Examples include a school librarian who became the head of a law firm information center (J. Berry, 2002), public librarians who became academic or school librarians (Bromann, 2004; Burnam & Green, 1991) and a law librarian who took a job with a commercial information database vendor (Blankson-Hemans, 2002). While these types of articles are encouraging news to those librarians interested in this type of change, they are infrequent, and may do little to dispel the overall view that it is hard to make a change. Perceptions that intracareer moves are difficult may result in a dissatisfied librarian deciding to change careers completely by marketing her transferable skills to another industry.

### ***Career satisfaction, commitment, and turnover***

Satisfaction with one's career and the assessment of one's ability to make a career change depends on a complex mix of personal values and needs, the job environment, and characteristics of the profession. Numerous variables may contribute to an individual's decision to leave a profession: age, career stage, sense of commitment to the profession, compensation, supervisor, co-workers, work environment, autonomy, availability of other options, financial constraints, need for retraining, family support, number of dependents, level of burnout, organizational support, opportunities for advancement, and existence of good management and leadership.

Elkin and Nankivell's (1992) National Cohort Study of Newly Qualified Librarians and Information Workers in Great Britain found that 20% of graduates left the profession less than 3 years after gaining their credentials. Reasons for their departure were numerous: few available positions, job dissatisfaction, low salaries, and other careers that offered more flexibility and interesting work. Those who persisted in the profession complained of low status and morale, lack of advancement, bureaucratic organizational structures, poor salaries, too much administrative work, and general career dissatisfaction. Twenty percent of those who stayed indicated that they intend to leave within 5 years.

Two studies on the archival workforce included questions related to turnover and retention. The A\*CENSUS study (Walch, 2006) found that 80% of the 5,620 archivists surveyed intended to stay in the profession. No data were collected on job or career satisfaction. Yaker's (2000) survey of graduates from archival education programs found that 60% of respondents were still working in the archives field. Those who had left cited low salaries and unavailability of jobs in a particular geographic area as the primary reasons for leaving.

A study of career attitudes of academic librarians (Phillips, Carson, & Carson, 1994) investigated the relationships between age, career satisfaction, career identity, and career entrapment. The results indicated that as librarians age and gain more responsibilities and challenging positions, they become more satisfied with their careers, but they also grow to feel more entrapped. The authors suggest that the higher rates of satisfaction may be a result of the older librarians "rationalizing" as a way to cope with their feelings that they have too much invested or too few outside opportunities to make a career change. Career identity had a curvilinear relationship with age, meaning that identification is highest at the midpoint of

one's career and lowest at the beginning when one has an entry-level position that is not challenging, and at the end when one is disengaging prior to retirement. It can be hypothesized that people who enter librarianship as a second career are likely to be older, and if they realize it is not a good match for them, they will be less likely to make another career change that deviates substantially in terms of required education and training.

In her study of 95 US academic librarians' work values and their relationship to job satisfaction, organizational commitment, and turnover intention, Burd (2003) found that those "in organizations that support participatory management, open communication, opportunities for achievement, and relationships built on honesty and trust, are more satisfied and committed, and less likely to leave" (p. 7). Over 30% of the librarians in the study were working in bureaucratic, hierarchically managed libraries, and they had lower levels of satisfaction and commitment and were "more likely to leave the organization – perhaps even the profession" (p. 8).

Millard (2003) surveyed Canadian academic librarians with 15 or more years of experience to see why they stay in the profession and which of 4 factors were most significant to their persistence: career commitment, organizational commitment, economic factors, or personal factors. Over 80% had remained at the same institution for over 15 years. The results showed that a high level of career commitment is the key to longevity in the profession; it is not surprising that librarians who enjoy the work of librarianship tend to stay. Interestingly, organizational commitment scores were on average lower than career commitment, and librarians responded with negative comments about their management, the lack of internal communication, and poor compensation. While these organizational

drawbacks were acknowledged, they were not enough to push these librarians out of the organization or the profession.

Luzius and Ard (2006) found that 18 former academic librarians, who had been out of librarianship for an average of 7 years, left the field because of dissatisfaction with one or more of the following areas: work environment, compensation, job responsibilities, obstacles to promotion, image of the field, and personal or other reasons. These leavers had moved on to new careers in education, information technology, and other professions, in positions such as teacher, professor, administrator, consultant, programmer, attorney, and professional association representative. Forty-four percent of respondents said they would return to the field under the right conditions, citing improved salaries as an important stipulation.

Faculty status and rank often provide academic librarians with benefits such as higher status, better salaries, job security once tenured, and equal representation in the academic community. Librarians who have faculty status without faculty rank are often saddled with the same responsibilities as faculty, without the same benefits, flexible schedule, and support for research. Horenstein and Bengston (1993) found that job satisfaction was higher among academic librarians who had faculty status and rank, compared with those who only had faculty status, because they were able to be part of institutional governance and decision making. Another issue is that the time and energy required for tenure and promotion are often over and above the hours of the normal work week at the library, likely leading to feelings of being overworked and overwhelmed (Hoggan, 2003). Koenig et al. (1996) confirmed the importance of release time to library directors who need to conduct research and contribute to the scholarship of the field. Colding (2004) replicated meta-analyses of research on the determinants of turnover and turnover intentions of public university librarians in the US.

Dissatisfaction with the work itself and having career goals outside of librarianship were reliable determinants of intentions to leave the academic library.

In an unscientific poll of 10 librarians who had 2 to 6 years of experience in public or academic libraries, Preslan (1979) notes that their discontent centered on low salary and funding issues, boredom, nepotism, and the failure of experienced librarians on staff to support early-career librarians with trust and mentorship. One respondent complained that veteran librarians were secretive and more interested in competing with new librarians than in guiding them, while another stated that “insecure administrators won’t give a librarian the responsibility a professional is supposed to have” (p. 2166).

Turnover intention does not appear to be a problem in academic libraries, according to the *Library Journal* Job Satisfaction survey: 70% were satisfied or very satisfied with librarianship (Albanese, 2008). Only 7% were dissatisfied, and only 3% of academic librarians said they would likely leave the profession. Seventy-five percent intend to remain in the profession until they retire. Respondents said their satisfaction derived from job autonomy, task diversity, good relationships with coworkers, intellectual stimulation, and their role in helping students. A primary source of dissatisfaction was compensation. The survey found a correlation between salary and satisfaction; respondents who were “very satisfied” averaged nearly \$14,000 more than those who said they were “not satisfied at all,” and 70% who were unsatisfied also said they felt they were underpaid. Sixty-two percent indicated that their chances for promotion were “fair to poor.” Respondents were also dissatisfied with the leadership of their institutions and institutional funding.

While most studies have focused on academic librarians, a few look at librarians and information professionals in other settings. Landry (2000) surveyed public library reference

librarians in Florida found that lower levels of job satisfaction correlated with the intention to quit the job. The librarians were generally very satisfied with their work, particularly with their relationships with co-workers and supervisors and the work itself. Respondents were least satisfied with their compensation, opportunities for advancement, communication between directors and staff, and their working conditions.

The profession is in danger of losing technically-oriented librarians to non-library information settings. Information technology workers in libraries, including systems librarians, were not satisfied with their salaries (Lim, 2007), and these professionals have other options which are readily available in industry for better pay and status, as well as more opportunities for advancement (Detlefsen, 2007). Phelps (2005) interviewed 4 independent information professionals to find out why they did not want to work in a traditional library setting. They indicated that the desire to be an entrepreneur, have a flexible schedule, work on a variety of projects, and be free of traditional hierarchical organizations and management were the key reasons that they pursued self-employment. Each of these job qualities could be replicated by creative thinkers in library management by promoting these same scenarios in a library setting. Management appears to be a key factor in turnover and retention. Medical librarians who felt greater levels of empowerment in their relationships with management had greater levels of career satisfaction and commitment (Carson, Phillips, Hanebury, et al., 1996).

While research points out that the library profession has much to improve upon, large-scale surveys point to general satisfaction among librarians. A survey on career satisfaction of special, academic, and public librarians (Houdyshell, Robles, & Yi, 1999) found that 87% of the 500 respondents would definitely or probably choose librarianship as

their profession, given the chance to “do it again.” Many librarians stated they were drawn to the profession because of its service orientation, as well as the intellectual challenges inherent in the work. Respondents cited the aspects of the profession they liked most and least – intellectual stimulation and variety in daily tasks ranked highest, while low pay and organizational bureaucracy were the least favorite aspects of librarianship.

The findings of a *Library Journal* Job Satisfaction survey are consistent with the 1999 survey: “so much for the disgruntled library worker... 85.6 percent of the 3,095 library staffers who responded... said they would choose a career in librarianship again if they had to start over” (J. N. Berry, 2007, p. 26). However, a lack of confidence in managers and leaders is an area of concern for many librarians, and the managers themselves do not feel adequately prepared to handle the politics in their communities and institutions. Satisfied respondents still registered frustration with their salaries, library funding, management competence, bureaucratic roadblocks to change, and community politics (J. N. Berry, 2007; Kuzyk, 2008).

*The Future of Human Resources in Canadian Libraries* study (2005), determined that 80% of Canadian librarians were “satisfied” or “very satisfied” with their jobs. Seventy-two percent agreed that their salary was fair; however, public librarians in non-managerial positions were least likely to be satisfied, and only 55% agreed that their salary was fair. The research concluded from the data that the two most important contributors to job satisfaction “are jobs that allow them to grow and learn new skills in an environment that is characterized by respectful relationships with superiors” (p. 165).

Turnover does not seem to be a problem in Canadian libraries, and librarians tend to stay with the same organization for a long time. Of librarians with 15 or more years of

experience, 77% have been at the same organization for more than 10 years. Forty percent of new librarians, 47% of mid-career librarians, and 70% of senior librarians indicated that they would be “very happy to spend the rest of my career at this organization” (8Rs Research Team, 2005, p. 101), and

the vast majority of librarians do not feel that a lack of alternatives results in the default decision to stay. In other words, the findings suggest that the librarian labour market is sufficiently open for those already working in the system (p. 103).

Respondents stay at their jobs primarily because they enjoy their work, their coworkers, and the work environment, and secondarily because of geographical immobility, family responsibilities, and community ties.

Steffan et al. (2004) explored the career satisfaction of 571 credentialed librarians in Colorado, and found that librarians stay in the profession when they believe they are fairly compensated, provided with decent benefits, given a variety of assignments, and led by responsive management in a collegial workplace. Geographic location was also important to retention. Respondents identified the following drawbacks to a library career: low salaries, “misconceptions about librarianship,” negative stereotypes, and few opportunities for advancement (Steffen & Lietzau, 2005). Only 10% of respondents plan to leave LIS for reasons other than retirement, and those ages 30 to 44 are most likely to consider leaving the profession. Unfortunately this study did not specifically ask why they intend to leave. Academic and school librarians considering a change in the Colorado study are likely to move to other positions in education and educational administration, while special and public librarians are most likely to pursue jobs in business.

In summary, while the research indicates that few librarians intend to leave the profession and most are satisfied with their work, there are areas in which the profession can



improve, and potentially encourage the retention of those who are at risk of leaving. Nearly all of the studies point to salaries, management issues, and career advancement as points of contention.

## **Conclusion**

This chapter has summarized the research literature on occupational turnover in general and in the LIS field – its primary determinants and process, the contextual nature of career decisions, and potential reasons for persistence and turnover. I have argued that there is a need for further research that not only investigates the factors that influence turnover intention and turnover behaviors in the LIS profession, but examines the consequences of turnover from the perspective of former LIS professionals who have moved on to new occupations. The following chapter provides the details of the research methods used in WILIS 1, my selection of a subset of data from the project, and my analytical methods.

## Chapter 3 – Research Design and Methodology

### Research design

This research utilizes a subset of data from an existing dataset collected as part of the *Workforce Issues in Library and Information Science 1 (WILIS 1)* project (J. G. Marshall, Marshall, Morgan, et al., 2005). I have participated on the WILIS 1 project team as a Graduate Research Assistant from 2006 to 2009 through most of its research phases, including survey development, data collection and analysis, and dissemination of findings. Funded by the Institute of Museum and Library Services, WILIS 1 is a study of the career patterns of the graduates of five LIS master's programs and one LIS paraprofessional program in North Carolina from 1964-2007.

WILIS 1 is a collaborative, interdisciplinary research project of the School of Information and Library Science at the University of North Carolina at Chapel Hill and the UNC Institute on Aging, and the five other LIS programs in North Carolina: Appalachian State University Library Science Program, Central Carolina Community College Library and Information Technology Program, East Carolina University Department of Library Science and Instructional Technology, North Carolina Central University School of Library and Information Sciences, and UNC-Greensboro Department of Library and Information Studies. The professional programs represent the wide variety of LIS programs that exist in the US: ALA-accredited and regionally-accredited, on-campus instruction and 100 percent online

instruction, master's and doctoral programs in library science or information science with various specialties, and research and comprehensive institutions.

The full census of approximately 9,000 graduates from the LIS programs who graduated during the years of 1964-2007 was eligible to participate in the survey. Alumni contact lists were obtained from the LIS programs, and contact information was verified by several methods, including an alumni search service (AlumniFinder), manual searches of addresses on the internet, and a "return-requested" postcard advertising the study. When delivered successfully, the postcard requested the recipient to update the study team with his current email address; undeliverable postcards were returned to the study team, often with forwarding addresses. Email messages posted to professional listservs encouraged graduates of the programs to contact the study team with current contact information.

Two online surveys were developed – one for the five professional programs, and one for the paraprofessional program; these surveys were essentially identical, with wording changed to reflect the different positions and responsibilities held by the two groups. The survey included questions on the educational and career histories of graduates, as well as data related to demographics, specific jobs held, breaks in employment, continuing education, opinions about trends in and satisfaction with the LIS field, and perspectives of recent graduates about their LIS programs and entry into the workforce. Respondents were asked to identify up to five specific jobs in the following categories: job immediately before LIS program, job immediately after LIS program, current job, previous job (if not currently working), longest job held, and the job they considered to be the one of highest achievement. Complex skip patterns were designed to move the respondent through the survey to specific

sections, depending upon the number of different jobs indicated and the category or categories into which each job fell.

The survey questions solicited quantitative and qualitative responses on a variety of aspects of the job categories. Respondents were asked to provide a brief narrative overview of their careers, and were then presented with specific job sections. All of the job sections contained questions about the nature of the work and job setting, salary, level of employment, benefits, control and autonomy, sense of belonging, and reasons for leaving. The sections for current job and previous job were expanded to include more questions on specific job functions, work environment, benefits, career development, retirement plans, and views on older and younger workers. Many questions included the option of open-ended responses to clarify previous answers.

Survey Sciences Group was contracted to program and host the online survey, and in March 2007 a pilot survey of 750 randomly sampled graduates from the full census was launched. Analysis of the pilot data enabled the study team to improve questions and verify the skip logic. After the pilot survey was closed, a non-response (NR) survey of 400 randomly selected individuals who did not complete the pilot survey was conducted; through this follow up survey, the study team could query non-respondents about the reasons they were unable to complete the survey, verify the accuracy of postal and email addresses, gather data on a few key variables, identify ways to modify the communications methods or survey questions, and investigate whether a non-response bias existed.

Survey Sciences Group contacted non-respondents by email and by a letter with a five-dollar bill incentive, asking them to respond to either a paper or web-based NR survey; those who did not respond within two weeks were called and asked to complete the NR

survey by phone. They were also invited again to complete the full pilot survey. Thirty-six percent of the non-respondents (n=144) completed the NR survey. The most commonly cited reason for not having completed the pilot survey was “not enough time” (33%). The non-response survey indicated that there were no significant differences between respondents and non-respondents on any of the following variables: race, gender, marital status, US citizenship, employment status, type of work, whether they had left the LIS field, salary, career satisfaction, and LIS program attended. A significant difference existed for gender: 16% of males completed the pilot survey, whereas 10% of males completed the non-response study ( $\chi^2=4.34, p<.05$ ). The study team concluded that the pool of respondents was representative of the population being studied – graduates of the five professional LIS programs in North Carolina.

### **Data collection**

After the non-response study, revisions were completed and the survey was tested again to verify skip logic. In September 2007 this survey was made available to the 7,563 graduates of the professional LIS programs with verifiable contact information who had not participated in the pilot study. Graduates were sent invitations with instructions for logging on to the survey and reminders to participate via postal mail and email. A two-dollar bill was sent in the first invitation as an incentive to participate. If respondents could not complete the survey in one sitting, they could save their responses and continue at a later time. The survey was closed at the end of December 2007, and the full dataset was cleaned and prepared for analysis.

The survey was comprised of seventeen sections, although skip patterns would preclude a single respondent from seeing all of them. If an individual completed the first

section of the survey she was counted as a respondent. The overall response rate was 35%, N=2,653. This research analyzes data collected in the survey of LIS professional programs only.

### ***Data subset***

Respondents were asked to indicate their employment status and to answer a group of questions about the job they held after completing the LIS program; I used these variables to identify respondents who met the following conditions:

1. worked as a librarian or archivist in their first position after graduating from the LIS program, and
2. are currently working.

As indicated in Chapter One, librarians and archivists are defined as:

*Librarian:* A librarian holds a degree in library and/or information science and works in public, academic, and special libraries, school library media centers, information centers, archives, the office of a library services vendor,<sup>3</sup> or the office of a self-employed/contract librarian.

*Archivist:* An archivist holds a degree in library and/or information science and works in archival repositories of public and private institutions. Archival repositories are sometimes housed in libraries. According to The Society of American Archivists, “archives are the non-current records of individuals, groups, institutions, and governments that contain information of enduring value” (Society of American Archivists, 2009). Records managers are included this category even though they work with current, rather than historical, institutional documents.

---

<sup>3</sup> Vendors employ librarians to provide collection development, cataloging, and other professional services to libraries that use outsourcing services.

The subset of data that will be used for this research is limited to the 1,646 respondents who met the preceding conditions. No other data were collected for this dissertation.

### **Quantitative data analysis**

SPSS 15.0 was used to code and analyze the data subset. I coded each respondent with a number that indicated membership in one of four groups of interest; I used work setting and job title variables associated with each respondent's job after the LIS program and current job to determine group membership. As outlined in the previous chapter, the groups are defined as follows:

#### Groups:

***INT-Stay:*** LIS graduates who are currently working as librarians or archivists, and who indicate that they **do not intend to leave** the field in the next 3 years. (n=1,294)

***INT-Leave:*** LIS graduates who are currently working as librarians or archivists, and who indicate that they **intend to leave** the field in the next 3 years for reasons other than retirement. (n=35)

***INT-Retire:*** LIS graduates who are currently working as librarians or archivists, and who indicate that they **intend to retire** from the field in the next 3 years. (n=104)

***Leaver:*** LIS graduates who began their post-LIS program careers by working as librarians or archivists, but **have left the field** and are currently working in other occupations. (n=213)

There are nearly 1,700 variables in the WILIS 1 dataset. The sections of the survey that were analyzed and used to compare and describe groups are:

- Section A – Demographics and education
- Section B – Job history
- Section C – Job before LIS program
- Section D – Job after LIS program
- Section F – Current job

- Section J – Breaks in employment
- Section K – Career satisfaction

Specific variables are described in Chapters Five, Six, and Seven, and the survey questions are included in Appendix A.

### **Qualitative data analysis**

The survey offered respondents ample opportunity to provide narrative commentary on their worklives, and many wrote at great length to describe their work histories and explain their responses to particular questions. They were asked to provide a career overview near the beginning of the survey, and at the end they were given the chance to add details about their career that they believed were not captured by the survey questions. Many questions also included options such as “other, please specify” that allowed the respondent to provide answers to questions that went beyond the alternatives provided.

All qualitative responses for each case were exported into a Microsoft Excel workbook and divided by group membership into four different worksheets. Each case was assigned a group code and an individual number that referenced their quantitative data in the SPSS file. My analysis would include detailed profiles of three respondents who intend to leave the profession and three respondents who have left, as well as thematic exploration of career narratives; the layout of the Excel sheets and columns facilitated the identification of the cases which provided text responses for key questions, including, but not limited to:

- career overview
- motivation for entering the field
- professional identity
- type of work setting
- reasons for leaving jobs
- reasons for leaving the profession
- other career information not captured by the survey questions



All text responses were read and a case was coded as “viable” if enough analyzable text existed on one or more of the key open-ended response questions. Approximately 1,000 viable cases were identified for thematic qualitative analysis overall, and 50 cases in each group were identified as potential candidates for inclusion in the detailed profiles. I selected the six respondents profiled in Chapters Five and Six by comparing demographic data and attempting to represent variety in age, sex, work setting, and job history. All other thematic analysis was conducted on the roughly 994 remaining cases.

I coded the remaining text responses in the Excel workbook into categories or themes that had been identified by the research literature and my own quantitative findings as related to professional identity, job and career satisfaction, person-environment fit, turnover intention and behaviors, career change outcomes, and the context of career transitions such as barriers to and facilitators of change. Coding was an iterative process in which new themes emerged, and refining the codes was necessary. The final selection of quotes for inclusion in the dissertation was based on a comparison of thematically related text responses, and an assessment of the individual quote in terms of:

- relevance/appropriateness to the argument being made
- representativeness of the theme
- eloquence or expressiveness

In later chapters, quotations from respondents are tagged with a code that defines their group membership, e.g. S40, ITL2, ITR78, L98.

An exploratory mixed methods approach to this study of occupational turnover allows for a more nuanced analysis and interpretation of careers. According to Jick (1979), “it can also capture a more complete, *holistic*, and contextual portrayal of the unit(s) under study – that is, beyond the analysis of overlapping variance, the use of multiple measures may also

uncover some unique variance which otherwise may have been neglected by single methods” (p. 603). Convergent findings can help to strengthen a researcher’s confidence in the results, and divergent findings compel the researcher to look for more complex explanations behind the results. Mixed methods studies also allow the researcher to “use the results from one method to elaborate, enhance, or illustrate the results from the other” (Greene, Caracelli, & Graham, 1989, p. 266). The combination of quantitative and qualitative data collected in the WILIS 1 survey is well suited to conducting career research from a life course perspective: the detailed work histories support sophisticated quantitative analyses, while also providing a rich context to aid in interpretation.

Relevant portions of the survey instrument, details of each variable used for analysis, and the themes identified from textual analysis will be presented in the following chapters:

- Chapter Four summarizes the descriptive comparative findings on the four groups.
- Chapter Five provides an in-depth thematic analysis of the career stories of those who intend to leave the profession. This analysis will attempt to pinpoint the factors driving the desire to make a career change, and will incorporate the reasons why those who actually left chose to do so.
- Chapter Six focuses on the career patterns and distinguishing characteristics and categories of those who left the field, continuing to further identify the determinants of turnover and extending the analysis to the career consequences of the decision to leave.
- In Chapter Seven, the potential predictors of organizational and occupational turnover intention are tested in two regression analyses.

## Chapter 4 – Descriptive Results

In this chapter I will answer the first research question: in what ways are librarians and archivists who *leave* or *intend to leave* their profession similar to and different from those who persist in it. I will describe and compare the INT-Stay, INT-Leave, INT-Retire, and Leaver groups by their demographic characteristics and educational and career histories, with a particular emphasis on the INT-Leave and Leaver groups (see group membership below). The chapter concludes with a look at the ways that self-assigned professional identities change over time.

### Groups:

- INT-Stay:*** LIS graduates who are currently working as librarians or archivists, and who indicate that they **do not intend to leave** the field in the next 3 years. (n=1,294)
- INT-Leave:*** LIS graduates who are currently working as librarians or archivists, and who indicate that they **intend to leave** the field in the next 3 years for reasons other than retirement. (n=35)
- INT-Retire:*** LIS graduates who are currently working as librarians or archivists, and who indicate that they **intend to retire** from the field in the next 3 years. (n=104)
- Leaver:*** LIS graduates who began their post-LIS program careers by working as librarians or archivists, but **have left the field** and are currently working in other occupations. (n=213)

As indicated in the previous chapter, members of the INT-Stay group make up 79% of the total data subset analyzed (n=1,294), while 2% comprise the INT-Leave group (n=35),

6% are in the INT-Retire group (n=104), and 13% make up the Leaver group (n=213). Table 2 summarizes the demographic composition of each group. The groups do not differ in terms of gender or US citizenship status. Otherwise, the group that differs most notably is INT-Leave; they are significantly younger on average than the INT-Retire and Leaver groups ( $p<.01$ ), and more likely to be part of an ethnic minority, single or divorced/separated, living outside of North Carolina, and living on a lower gross household income with a family that depends completely on the respondent's paycheck. Those in the Leaver group tend to be older on average, though not as old as those who are soon to retire; they also have a higher gross household income and, like the INT-Leave group, are more likely to live outside of North Carolina.

### **Work experience prior to LIS program**

A majority of respondents in each group had a job prior to entering their LIS program. Of those who had jobs before the LIS program, a greater percentage of those who intend to stay or retire worked in libraries or information centers, (see Table 3). Table 4 summarizes the most influential factors that motivated each group to enter a LIS program; respondents indicated that the factor motivated them a moderate amount or a lot. Several members of all groups mentioned other specific reasons for entering a LIS program, including the desire to leave classroom teaching or to earn a better salary.

Several factors distinguish the Leaver and INT-Leave groups from the other two groups. First, they are less likely to have entered an LIS program because they had worked as an assistant in a library prior to the program, or because they “always wanted to be a librarian;” slightly fewer in these two groups entered because they “wanted a job where they could make a difference.” Second, a significantly larger percentage of the INT-Leave group

were motivated by an interest in working with computers ( $p < .01$ ), but this is not surprising given that they are a younger group and began the program at a time when computers were prevalent.

The Leaver group was significantly less likely than the INT-Stay group to enter the profession because they “liked working with people” ( $p < .01$ ); they were also less likely than the INT-Stay and INT-Retire groups to enter because the “LIS career fit with their family responsibilities” ( $p < .05$ ). Both of these reasons are plausible areas of discontent that could arise in later library or archival employment.

### **LIS program**

Consistent with the ALISE national statistics (2004), most respondents did not pursue LIS careers immediately upon leaving high school or college. The average age at graduation from the LIS program was: INT-Stay **32.7**, *sd* 8.6; INT-Leave **31.5**, *sd* 6.8; INT-Retire **33.0**, *sd* 9.7; Leaver **30.2**, *sd* 7.6. Tables 5, 6, and 7 present the distribution of the groups across the five North Carolina LIS programs, their graduation year cohorts, and the type of degree they received. The distribution of respondents across programs and graduation year cohorts is consistent with the overall distribution of the census of eligible graduates and the overall response rates for each program and cohort. Prior to the mid-1950s, the terminal degree for a professional librarian was the Bachelor’s degree. Although the Master’s degree superseded it, the Bachelor’s degree continued to be offered as an option in some library science programs.

**Table 2. Demographic comparison, by intention status.**

|  | INT-Stay<br>n=1294     | INT-Leave<br>n=35     | INT-Retire<br>n=104   | Leaver<br>n=213       |
|--|------------------------|-----------------------|-----------------------|-----------------------|
| <b>Gender</b> (% female)   | 83%                    | 83%                   | 84%                   | 83%                   |
| <b>Age</b> (mean)**  | 46.6<br><i>sd</i> 10.3 | 42.5<br><i>sd</i> 8.5 | 59.5<br><i>sd</i> 4.8 | 50.2<br><i>sd</i> 9.6 |
| <b>Age ranges</b>  |                        |                       |                       |                       |
| ≤30  | 9%                     | 9%                    | 0%                    | 2%                    |
| 31-35  | 10%                    | 14%                   | 0%                    | 7%                    |
| 36-40  | 13%                    | 17%                   | 0%                    | 11%                   |
| 41-45  | 10%                    | 29%                   | 0%                    | 9%                    |
| 46-50  | 15%                    | 14%                   | 4%                    | 12%                   |
| 51-55  | 19%                    | 11%                   | 17%                   | 23%                   |
| 56-60  | 17%                    | 3%                    | 37%                   | 25%                   |
| 61-65  | 6%                     | 0%                    | 30%                   | 10%                   |
| >65  | 1%                     | 3%                    | 12%                   | 1%                    |
| <b>Race/ethnicity</b><br>(% non-white)   | 9%                     | 14%                   | 7%                    | 7%                    |
| <b>US citizenship</b>  | 99%                    | 97%                   | 99%                   | 99%                   |
| <b>Relationship status*</b>  |                        |                       |                       |                       |
| Single (never married)   | 20%                    | 29%                   | 9%                    | 14%                   |
| Married/Partnered  | 69%                    | 63%                   | 71%                   | 70%                   |
| Divorced/Separated   | 10%                    | 8%                    | 17%                   | 14%                   |
| Widowed  | 1%                     | 0%                    | 3%                    | 2%                    |
| <b>Financial situation</b>   |                        |                       |                       |                       |
| <b>Gross household income*</b>   |                        |                       |                       |                       |
| <\$69,999  | 38%                    | 50%                   | 29%                   | 27%                   |
| >\$70,000  | 62%                    | 50%                   | 71%                   | 73%                   |
| <b>Household dependence on paycheck**</b>  |                        |                       |                       |                       |
| I and/or my family <i>depend completely</i> on my paycheck.                                    | 51%                    | 57%                   | 35%                   | 42%                   |
| I and/or my family <i>can live better</i> because of my paycheck.                              | 45%                    | 37%                   | 59%                   | 48%                   |
| I and/or my family <i>do not depend on</i> my paycheck to maintain desired standard of living. | 4%                     | 6%                    | 6%                    | 10%                   |
| <b>Current residence</b>   |                        |                       |                       |                       |
| North Carolina   | 57%                    | 43%                   | 54%                   | 49%                   |
| Other Southeastern US state  | 19%                    | 23%                   | 20%                   | 18%                   |
| Other US state   | 24%                    | 31%                   | 25%                   | 33%                   |
| Other country  | .5%                    | 3%                    | 1%                    | 0%                    |

ANOVA and Pearson  $\chi^2$ , \*p<.05, \*\*p<.01

**Table 3. Work experience prior to LIS program, by intention status.**

| <b>Job before LIS program was in...</b>                              | <b>INT-Stay<br/>n=983</b> | <b>INT-Leave<br/>n=30</b> | <b>INT-Retire<br/>n=70</b> | <b>Leaver<br/>n=153</b> |
|--|---------------------------|---------------------------|----------------------------|-------------------------|
| Library/information center using LIS skills/knowledge                | 34%                       | 23%                       | 30%                        | 23%                     |
| Library/information center <u>not</u> using LIS skills/knowledge     | 9%                        | 7%                        | 6%                         | 8%                      |
| Non-library/information center using LIS skills/knowledge            | 8%                        | 17%                       | 7%                         | 13%                     |
| Non-library/information center <u>not</u> using LIS skills/knowledge | 40%                       | 43%                       | 47%                        | 46%                     |
| Self-employed  | 1%                        | 3%                        | 0%                         | 3%                      |
| Unspecified  | 8%                        | 7%                        | 10%                        | 7%                      |

**Table 4 . Factors motivating entry to LIS program, by intention status.‡**

|   | <b>INT-Stay<br/>n=1294</b> | <b>INT-Leave<br/>n=35</b> | <b>INT-Retire<br/>n=104</b> | <b>Leaver<br/>n=213</b> |
|---|----------------------------|---------------------------|-----------------------------|-------------------------|
| Family member or friend worked in LIS                     | 33%                        | 31%                       | 34%                         | 27%                     |
| Always wanted to be a librarian                           | 34%                        | 17%                       | 34%                         | 26%                     |
| It seemed like a good fit for my interests**              | 94%                        | 97%                       | 90%                         | 91%                     |
| Like working with computers*                              | 36%                        | 49%                       | 17%                         | 30%                     |
| Like working with people**                                | 77%                        | 69%                       | 68%                         | 64%                     |
| Wanted a job where I could make a difference              | 74%                        | 66%                       | 68%                         | 63%                     |
| Worked as an assistant in a library or information center | 50%                        | 34%                       | 52%                         | 44%                     |
| An LIS career fits with my family responsibilities*       | 51%                        | 31%                       | 66%                         | 38%                     |

‡ Respondents could select multiple factors.  
 Pearson  $\chi^2$ , \*p<.05, \*\*p<.01

**Table 5. LIS program, by intention status.\***

|   | <b>INT-Stay</b><br>n=1294 | <b>INT-Leave</b><br>n=35 | <b>INT-Retire</b><br>n=104 | <b>Leaver</b><br>n=213 |
|---|---------------------------|--------------------------|----------------------------|------------------------|
| Appalachian State University                | 6%                        | 3%                       | 9%                         | 5%                     |
| East Carolina University                    | 9%                        | 3%                       | 13%                        | 6%                     |
| North Carolina Central University           | 16%                       | 14%                      | 11%                        | 13%                    |
| University of North Carolina at Chapel Hill | 45%                       | 66%                      | 48%                        | 66%                    |
| University of North Carolina at Greensboro  | 24%                       | 14%                      | 19%                        | 10%                    |

Pearson  $\chi^2$ , \*p<.05, \*\*p<.01

**Table 6. Graduation year cohort, by intention status.\*\***

|           | <b>INT-Stay</b><br>n=1294 | <b>INT-Leave</b><br>n=35 | <b>INT-Retire</b><br>n=104 | <b>Leaver</b><br>n=213 |
|-----------|---------------------------|--------------------------|----------------------------|------------------------|
| 1964-1973 | 4%                        | 3%                       | 29%                        | 12%                    |
| 1974-1983 | 17%                       | 9%                       | 32%                        | 29%                    |
| 1984-1993 | 21%                       | 17%                      | 26%                        | 29%                    |
| 1994-2003 | 41%                       | 54%                      | 13%                        | 25%                    |
| 2004-2007 | 17%                       | 17%                      | 0%                         | 5%                     |

Pearson  $\chi^2$ , \*p<.05, \*\*p<.01

**Table 7. Name of degree received from LIS program, by intention status.\***

|  | <b>INT-Stay</b><br>n=1294 | <b>INT-Leave</b><br>n=35 | <b>INT-Retire</b><br>n=104 | <b>Leaver</b><br>n=213 |
|--|---------------------------|--------------------------|----------------------------|------------------------|
| Bachelor's – Library Science                               | 2%                        | 0%                       | 0%                         | 1%                     |
| Master's – Library Science                                 | 97%                       | 91%                      | 99%                        | 89%                    |
| Master's – Information Science                             | 1%                        | 9%                       | 0%                         | 6%                     |
| Master's – in both Library Science and Information Science | 1%                        | 0%                       | 0%                         | 1%                     |
| Doctorate – Library/Information Science                    | .02%                      | 0%                       | 1%                         | 3%                     |

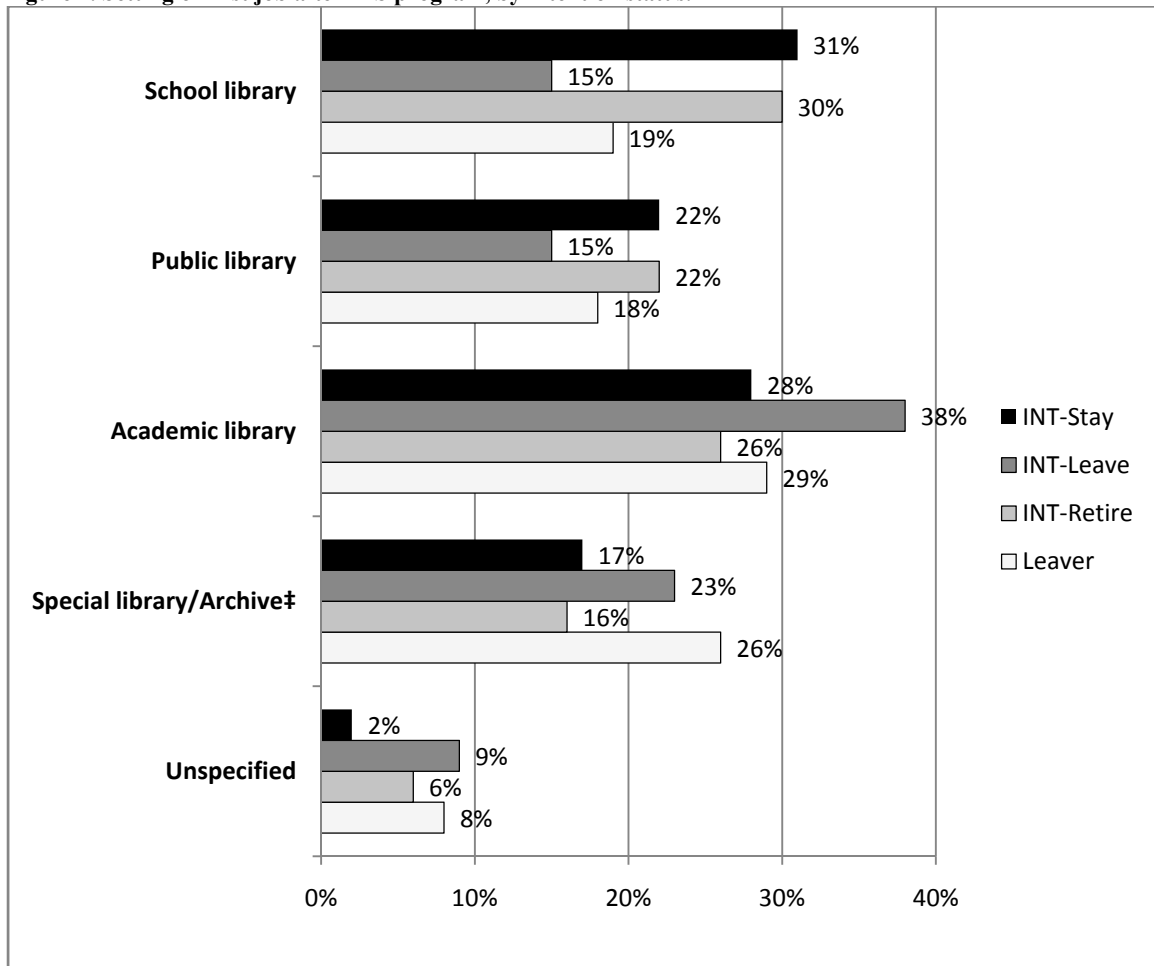
Pearson  $\chi^2$ , \*p<.05, \*\*p<.01



## First job after LIS program

One of the parameters for inclusion in the subset of WILIS 1 data that is analyzed in this dissertation is that the first job held after the LIS program was in a position as a librarian or archivist. Figure 2 illustrates the setting in which each group worked. The INT-Stay and INT-Retire groups were fairly evenly disbursed in school, public, and academic libraries.

Figure 2. Setting of first job after LIS program, by intention status.<sup>4\*</sup>



‡ Archives are included with special libraries because only 2% of all respondents worked in archives in the first job.  
 Pearson  $\chi^2$ , \* $p < .05$ , \*\* $p < .01$

<sup>4</sup> If a respondent is still working in the first job they took after their LIS program, other statistics related to this job are covered in the Current Job section of this chapter. While some respondents did not specify a type of work environment, it was clear from their job title and other responses that they were working as a librarian or archivist in the first job.

Members of the INT-Leave and Leaver groups were significantly more likely to begin their LIS careers in academic and special library or archive settings ( $p < .05$ ).

In these first jobs after the LIS program, the INT-Leave group was less likely than the other groups to hold a supervisory role or to be considered a full-time employee. They stayed in these jobs, on average, a period of 2.4 years, compared to members of the Leave group who averaged 3.8 years in the first job. The INT-Stay and the INT-Retire groups remained significantly longer in these jobs (see Table 8).

**Table 8. Characteristics of first job after LIS program, by intention status.**

|                              | INT-Stay<br>n=676    | INT-Leave<br>n=29    | INT-Retire<br>n=61   | Leaver<br>n=213      |
|------------------------------|----------------------|----------------------|----------------------|----------------------|
| Average duration (in years)* | 5.4<br><i>sd</i> 5.9 | 2.4<br><i>sd</i> 2.0 | 7.5<br><i>sd</i> 9.3 | 3.8<br><i>sd</i> 4.3 |
| Had a supervisory role       | 52%                  | 45%                  | 61%                  | 52%                  |
| Considered full-time         | 91%                  | 74%                  | 97%                  | 93%                  |

ANOVA, \* $p < .05$ , \*\* $p < .01$

### ***Leaving the first job: a lack of fit***

Table 9 presents the major reasons indicated for leaving the first job. Respondents were asked to amplify their reasons in an open-ended response, and their comments paint a more nuanced picture of the transition out of this job. The personal, organizational, and environmental correspondence factors that Rhodes and Doering (1983) cite as initiators of the career change process appear to push or pull individuals out of these first jobs. Several themes emerge from their narratives that point to a lack of correspondence or fit between the employee and the job, primarily in the areas of family, geography, schedule/earnings/skills, the work environment, work relationships, and opportunities for career advancement.

**Table 9. Major reasons for leaving the first job after LIS program, by intention status.‡**

|   | INT-Stay<br>n=676 | INT-Leave<br>n=29 | INT-Retire<br>n=61 | Leaver<br>n=213 |
|---|-------------------|-------------------|--------------------|-----------------|
| Better salary   | 39%               | 46%               | 34%                | 33%             |
| Better working environment                            | 28%               | 32%               | 27%                | 25%             |
| Better opportunities for career development or growth | 59%               | 71%               | 66%                | 60%             |
| More challenging or interesting projects              | 51%               | 54%               | 51%                | 53%             |
| Moving to another location                            | 30%               | 29%               | 37%                | 29%             |
| Seeking better quality of management                  | 26%               | 29%               | 25%                | 21%             |
| Wanted to use my LIS skills                           | 19%               | 25%               | 24%                | 15%             |
| Layoff*   | 2%                | 4%                | 7%                 | 5%              |
| Going back to school, education**                     | 3%                | 4%                | 5%                 | 10%             |

‡ Respondents could select multiple reasons.  
 Pearson  $\chi^2$ , \*p<.05, \*\*p<.01

To frame the analysis and discussion in this chapter and the following chapters on the determinants and consequences of occupational turnover, I will use Kalleberg’s (2006) conception of the “mismatched worker” The reasons for leaving these first LIS jobs fall into several themes or categories of work mismatches that Kalleberg (2006) argues are at the root of job dissatisfaction, including skills, geographical, earnings, temporal and work-family mismatches. He notes that,

When workers’ jobs match their needs, preferences, and abilities, they are likely to be happy and satisfied with their work and lives, and workplaces are apt to function smoothly and effectively. On the other hand, when there is a mismatch or lack of fit between workers and their jobs, a variety of problems and difficulties are likely to result for the workers, their families, their employers, and society in general (p. 4).

These mismatches can happen independently, simultaneously, or one can be the result of another. Kalleberg's ideas are consistent with the person-environment fit theories of work described in Chapter Two – lack of congruency and fit between worker needs and work environments are associated with job dissatisfaction and turnover intention. A particular aspect of a job or career does not match the person's needs – the timing of opportunities is wrong; schedules are burdensome; family requirements are at odds with work requirements; relationships at work are strained. Essential to my analysis is the notion that career stories abound with multiple *mismatches* that concretize and exemplify two fundamental constructs of the life course perspective – timing and linked lives.

#### *Types of mismatches*

A *skills mismatch* occurs when an employee is either over- or under-qualified for the job she holds. Sometimes these mismatches represent “a discrepancy between [the employees'] educational qualifications and skills... and jobs that provide them with a level of earnings commensurate with the investments they have made in their education” (Kalleberg, 2006, p. 70). In libraries this mismatch is often represented by a worker with a LIS master's degree working in a paraprofessional position such as library clerk or assistant, or an untrained or non-degreed worker in a professional librarian position. Librarians might be lured to new jobs where they can maximize the use of their skills, such as one respondent who left his first job as a librarian to “move into a position using both legal and analytic/information skills.”

*Geographical mismatches* are sometimes structural in nature, such as the situation when industries relocate operations to the suburbs or offshore and local workers are either no

longer needed or are unable to move or find transportation to the new location. Geographical mismatches can also occur in conjunction with other mismatches, when workers are

geographically constrained for one reason or another and are not able to move to areas to find jobs that fit better [with] their needs and preferences. This is often the case for women who are trailing spouses, who may be overqualified or may not be able to work as much as they would like because they are unable to find suitable employment in the area where their husbands are working (Kalleberg, 2006, p. 19).

Geography and a finite number of libraries can severely limit the job opportunities to qualified, experienced librarians who find themselves in a new town, or who find that they are very unhappy in their current organization and are unable to relocate. Given that most librarians are female and the pay can be low, those who have partners whose income is the primary one for the family may find themselves in a situation where they cannot relocate, and there are limited job opportunities locally because of a lack of libraries or a limited number of positions within a reasonable commuting distance. Although a job may be suitable, the quality of life or the cultural or religious organizations available in a city or small town may not fill the needs of the worker. Over one quarter of each group cited “moving to another location” as a main reason for leaving the first job. One former librarian left because of the strain of a five-hour per day commute, while another remembers, “I was working in the San Francisco Bay Area during the internet boom and it was impossible to buy a home. I actively sought a new job in a place where the cost of living wasn't so high;” the latter respondent exemplifies a dual mismatch of geography and earnings.

*Earnings mismatches* prevent a worker from living comfortably or providing adequately for her family in terms of money and/or benefits, such as health insurance. This type of mismatch can be a result of salaries or wages that are too low for the cost of living in a particular city, but it can also occur because of a limited number of hours available to the

worker. A special librarian noted that she left her first job because her “salary was not aligned with SLA salary survey data for comparable positions.” Over one-third of each group left the first job for a “better salary.”

In *temporal mismatches*, the worker is working more or fewer hours than he would prefer; full-time or part-time work is unavailable to him. Significantly more members of the INT-Leave group (60%) express an interest in reducing the number of hours they work ( $p < .05$ ); 43% of those who have left, 44% of those who intend to retire, and 39% of those who intend to stay also would prefer to work fewer hours. Respondents in each group cite the following reasons for this mismatch: overwork due to staff cuts, working overtime without compensation, stress and burnout, fatigue, an unhealthy lifestyle, a lack of work-life balance, and the unavailability of phased retirement options. Several respondents left the first job they held after their LIS program because of temporal mismatches. One former public librarian commented that “I didn't want to work every Saturday any more, and was tired of doing two part-time jobs – I wanted to consolidate.” Another cited a common issue in academic librarianship as her reason for leaving: “it was a temporary position, and I wanted a permanent [one].”

*Work-family mismatches* are defined by Kalleberg as conflicts that are time-based, strain-based, or behavior-based; essentially, family conflicts arise because of work schedule, work-related fatigue or stress, or behavioral expectations that differ widely from work to home. He asserts that work-family mismatches are caused by the fact that “workers have a great deal to do on their jobs as well as for their families and don't have the flexibility to fulfill their obligations for one role adequately without interference from the other. This conflict makes it difficult for the person to satisfy their responsibilities to both work and

family” (p. 229). Career decisions may be made in order to avoid work-family mismatches or to maximize work-family harmony, rather than in response to a mismatch that exists.

Life course scholarship also recognizes the constraints that timing and linked lives place on the individual’s career decision making process, and some respondents to the WILIS 1 survey indicate that the reasons for leaving the first job after the LIS program have their origins in the worker’s commitments to family members. Several mention leaving the job upon marriage or because of a spouse’s job opportunities. As one respondent reflected, “I married a naval lieutenant and spent the next fourteen years moving.” Others wanted to move to be closer to family, or to take care of ill family members. When child-rearing duties ceased for one respondent, she was able to join the Peace Corps as a librarian.

*Other mismatches* can also exist between the employee and the work environment, her co-workers or supervisors, or the type of work challenges and development opportunities. These are not discussed by Kalleberg, but are supported by the literature on job satisfaction, turnover, and retention (Blau, 2000; Davidson, Folcarelli, Crawford, et al., 1997; Rhodes & Doering, 1983; Westbrook, Ellis, & Ellett, 2006). A mismatch between the type of work a librarian or archivist wants to do and the type of work setting he is in can lead to the desire to leave the profession. One quarter or more of each group left the first job for “a better working environment.”

Challenges particular to the school library work environment are expressed in the career stories of the WILIS 1 survey respondents. For one school librarian, “controversy over adding sex education material to the collection led to a non-renewal of [her] contract.” Another school librarian complained of “school system politics” and an unprofessional environment in which the school library was viewed as a “babysitting mechanism for

teachers.” When the philosophies and policies of a school principal were at odds with the views of another media specialist, she left her job, noting that “my conscience wouldn't allow me to continue to work for someone who was unethical.”

Difficult relationships with supervisors or managers are often at the core of job dissatisfaction and result in turnover. About a quarter of each group said that they left their first library job because they were “seeking a better quality of management.” Several respondents cited “horrible” or “incompetent” managers as a reason for leaving. A special librarian described her former place of employment as “the worst managed company in the history of American business – a clueless CEO surrounded by a musical chairs game of ‘yes (wo) men.’”

Other respondents left to pursue new challenges and career opportunities that were not available to them in the first job. Over half of each group cited “better opportunities for career development or growth” as a major reason for leaving that job. Some accepted internal promotions to managerial positions, while others left for other library employment or exited the library or archival profession entirely. Members of the Leaver group were significantly more likely than members of the INT-Stay group to leave the job in order to go back to school or pursue other educational opportunities ( $p < .01$ ).

### **Current job**

The second parameter for inclusion in the subset of WILIS 1 data that is analyzed in this dissertation is that the respondent is currently working. Members of the Leaver group *do not* work as librarians or archivists, and the other groups have persisted in the profession. Table 10 summarizes the current general work setting for each group, and for the respondents who are working as librarians or archivists Figure 3 illustrates the type of libraries in which



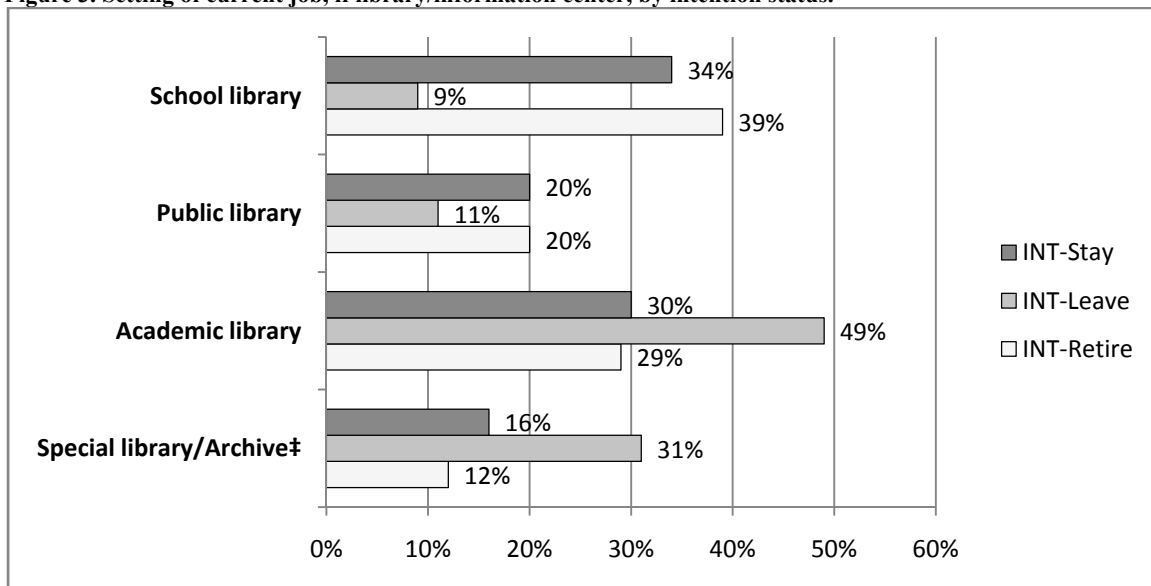
they work. Most notably, 44% of the Leaver group continue to use their LIS skills in non-library or information settings, and 14% are self-employed. The INT-Stay and INT-Retire groups are similarly distributed across all types of libraries, but significantly more of the INT-Leave group – 80% – are working in academic and special library or archive settings ( $p < .01$ ).

**Table 10. Setting of current job, by intention status.\***

| Current job is in...   | INT-Stay<br>n=1294 | INT-Leave<br>n=35 | INT-Retire<br>n=104 | Leaver<br>n=213 |
|--|--------------------|-------------------|---------------------|-----------------|
| Library/information center using LIS skills/knowledge                | 97.6%              | 94%               | 99%                 | 0%              |
| Library/information center <u>not</u> using LIS skills/knowledge     | .1%                | 0%                | 1%                  | 1%              |
| Non-library/information center using LIS skills/knowledge            | 2%                 | 6%                | 0%                  | 44%             |
| Non-library/information center <u>not</u> using LIS skills/knowledge | 0%                 | 0%                | 0%                  | 31%             |
| Self-employed  | .3%                | 0%                | 0%                  | 14%             |
| Other  | 0%                 | 0%                | 0%                  | 10%             |

Pearson  $\chi^2$ , \* $p < .05$ , \*\* $p < .01$

**Figure 3. Setting of current job, if library/information center, by intention status.\*\***



‡Archives are included with special libraries because only 1% of all respondents work in archives in the current job.  
 Pearson  $\chi^2$ , \* $p < .05$ , \*\* $p < .01$

**Table 11. Characteristics of current job, by intention status.**

|  | <b>INT-Stay</b><br>n=1294        | <b>INT-Leave</b><br>n=35         | <b>INT-Retire</b><br>n=104       | <b>Leaver</b><br>n=213           |
|--|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Average duration in position (in years)**  | 6.6<br><i>sd</i> 6.8             | 4.5<br><i>sd</i> 4.2             | 13.7<br><i>sd</i> 9.3            | 6.9<br><i>sd</i> 7.2             |
| Have a supervisory role**  | 70%                              | 49%                              | 72%                              | 40%                              |
| Considered full-time**   | 95%                              | 94%                              | 95%                              | 82%                              |
| Average hours worked in a typical week   | 40.9<br><i>sd</i> 7.4            | 39.6<br><i>sd</i> 6.8            | 40.8<br><i>sd</i> 7.1            | 40.7<br><i>sd</i> 14.0           |
| Average salary**   | \$52,504<br><i>sd</i> , \$19,839 | \$53,585<br><i>sd</i> , \$22,767 | \$61,537<br><i>sd</i> , \$18,766 | \$70,747<br><i>sd</i> , \$41,586 |
| <b>Primary work location**</b>   |                                  |                                  |                                  |                                  |
| Employer site  | 99%                              | 97%                              | 99%                              | 78%                              |
| At home  | 1%                               | 3%                               | 1%                               | 17%                              |
| Other  | 0%                               | 0%                               | 0%                               | 5%                               |
| <b>Frequency of overtime hours**</b>   |                                  |                                  |                                  |                                  |
| Most of the time   | 14%                              | 23%                              | 20%                              | 24%                              |
| Some of the time   | 44%                              | 40%                              | 48%                              | 43%                              |
| Rarely   | 29%                              | 23%                              | 25%                              | 23%                              |
| Never  | 13%                              | 14%                              | 7%                               | 11%                              |
| <b>Areas of responsibility§‡</b>   |                                  |                                  |                                  |                                  |
| Administration**   | 60%                              | 36%                              | 80%                              | 38%                              |
| Access and collections**   | 82%                              | 64%                              | 79%                              | 25%                              |
| Information services, education, and research*   | 83%                              | 79%                              | 70%                              | 73%                              |
| Digital information technology/web access*   | 63%                              | 30%                              | 62%                              | 52%                              |
| Information technology and consulting**  | 41%                              | 12%                              | 46%                              | 48%                              |
| Average number of years respondent expects to remain at current organization (from time of survey)** | 9.6<br><i>sd</i> 7.5             | 2.1<br><i>sd</i> 1.9             | 2.9<br><i>sd</i> 5.9             | 8.4<br><i>sd</i> 9.4             |

§Respondents could select multiple areas.

‡The only members of the Leaver group who received this question are those who have left and are working in a non-library or information center using LIS skills.

ANOVA and Pearson  $\chi^2$ , \*p<.05, \*\*p<.01

Table 11 presents a variety of characteristics of the current job by group. In their current jobs, members of the INT-Leave group are significantly less likely than other librarians or archivists to hold a supervisory role ( $p < .01$ ). They have been in this job, on average, a period of 4.5 years – a shorter time period than any other group and do not plan to stay very long (mean 2.1, *sd* 1.9); they are working in traditional areas of LIS responsibility, but are not as active in areas related to administration and technology. Those in the Leaver group who have left but claim to use their LIS skills on the job are using them in the areas of information services, education, and research, as well as technology. The Leaver group also has significantly higher average salaries (with more variability in the group), and they are more likely to work at home or at a site other than their employing organization ( $p < .01$ ). When asked why they work from home, 25% mention family responsibilities such as caregiving for children and other family members or because of a spouse's relocation or health issue; in some cases, a worker may have no choice but to leave an employer because of the need for a flexible workspace.

### ***Crossing library boundaries***

As mentioned in Chapter Two, it is not impossible to move between types of libraries and specialties, and some librarians are able to negotiate these boundaries. Table 12 summarizes the extent of mobility from one type of library to another. Overall, 23% ( $n=331$ ) of those currently working in libraries are working in an environment that is different from the first job they had after the LIS program. Of those who started in school libraries but have changed library types, 37% are working in public libraries, 39% are in academic libraries, and 24% are in special libraries or archives. Of those who started in public libraries but have changed library types, 36% are working in school libraries, 34% are in academic libraries,

and 30% are in special libraries or archives. The figures for former academic and special librarians or archivists are markedly different, showing some “cross-pollination” of these two groups. Of those who started in academic libraries but have changed library types, 43% are working in special libraries or archives; of those who started in special libraries or archives but have changed library types, 76% are working in academic libraries.

These are conservative estimates of mobility within the field, given that 1) the survey did not ask respondents about *all* of the jobs they have held, and 2) many in the Leavers group worked in multiple types of library and archival environments before exiting the profession. The variability in the detail of work history descriptions provided by respondents is a barrier to accurately assessing the extent of this type of mobility among members of the Leavers group; however, evidence does emerge that successful mobility exists and sometimes precedes the eventual exit from the profession. The following narratives are typical of professionals who worked in multiple types of library work and environments before leaving to pursue other occupations:

L67: *I started in public libraries (reference), moved to academic (cataloging), moved to special (technical services) and then into information management with emphasis on database management and technical systems support [at a pharmaceutical company].*

L180: *I worked as a School Media Specialist following MLS degree; moved out of state and became a Children's Librarian/Assistant Branch Manager for a large public library, became a Reference Librarian and then Head of Adult Services at another large public library, left public services for position as Documentation Specialist for library services vendor, took position as Reference Librarian for a state library, then moved to Director of Library & Member Services for library membership organization.*

Table 12. Extent of mobility between types of libraries for those currently working in libraries.

|                         | Current Job                     |                |                  |                          | Total |      |
|-------------------------|---------------------------------|----------------|------------------|--------------------------|-------|------|
|                         | School library                  | Public library | Academic library | Special library/ Archive |       |      |
| First Job After Program | School library (n=38)           |                | 37%              | 39%                      | 24%   | 100% |
|                         | Public library (n=91)           | 36%            |                  | 34%                      | 30%   | 100% |
|                         | Academic library (n=93)         | 19%            | 24%              |                          | 43%   | 100% |
|                         | Special library/Archive (n=109) | 8%             | 16%              | 76%                      |       | 100% |

### *Job quality, satisfaction, and values*

In terms of job quality and satisfaction, those who intend to leave the field have a substantially poorer experience at their current jobs than all other groups. Table 13 presents each group’s mean score on several job quality scales. While all groups have similar mean scores on workload/intensity of work, the INT-Leave group has significantly lower scores on co-worker relationships and support, job autonomy, opportunities for career development, and overall job satisfaction ( $p<.05$ ). Compared to other groups, fewer in this group have “complete control” or “a lot of control” over scheduling their working hours (see Table 14). In contrast, members of the Leaver group have significantly more control over scheduling their hours than members of all other groups ( $p<.05$ ).

Respondents were also asked to rate selected job characteristics and values on importance (not at all, a little, somewhat, and very important). The characteristics of jobs that were rated by more than 60% of respondents in all groups as “very important” were:

- A job that offers the ability to balance work and family responsibilities

- A job that gives a feeling of doing something meaningful
- The job is interesting
- You have enough support and equipment to get the job done

Looking at the percentage of each group who rated particular job characteristics as “very important,” the groups differed most in their views on pay, benefits, job security, and the job’s reputation and usefulness to society (see Table 15). A significantly smaller percentage of the Leaver group rated the following as “very important:” good pay, good fringe benefits, job security, and an occupation that is recognized and respected ( $p<.05$ ). Job security and benefits were rated higher by the INT-Stay and INT-Retire groups, and lower by the INT-Leave group. Good pay was rated highest by the INT-Leave group.

**Table 13. Job quality, by intention status.**

|                        |            |          | INT-Stay<br>n=1294 |          | INT-Leave<br>n=35  |          | INT-Retire<br>n=104 |          | Leaver<br>n=213    |
|------------------------|------------|----------|--------------------|----------|--------------------|----------|---------------------|----------|--------------------|
| Scale‡ name            | # of items | $\alpha$ | Mean, <i>sd</i>    | $\alpha$ | Mean, <i>sd</i>    | $\alpha$ | Mean, <i>sd</i>     | $\alpha$ | Mean, <i>sd</i>    |
| Co-workers**           | 2          | .86      | 3.5, <i>sd</i> .68 | .91      | 3.1, <i>sd</i> .80 | .89      | 3.4, <i>sd</i> .80  | .83      | 3.6, <i>sd</i> .78 |
| Autonomy – content *   | 3          | .74      | 3.3, <i>sd</i> .53 | .86      | 3.0, <i>sd</i> .66 | .83      | 3.2, <i>sd</i> .60  | .79      | 3.3, <i>sd</i> .61 |
| Workload intensity     | 3          | .88      | 2.2, <i>sd</i> .75 | .83      | 2.2, <i>sd</i> .85 | .89      | 2.2, <i>sd</i> .72  | .90      | 2.3, <i>sd</i> .77 |
| Career opportunities** | 3          | .76      | 3.0, <i>sd</i> .60 | .91      | 2.7, <i>sd</i> .85 | .78      | 2.8, <i>sd</i> .56  | .83      | 3.0, <i>sd</i> .67 |
| Job satisfaction**     | 3          | .89      | 3.2, <i>sd</i> .59 | .92      | 2.5, <i>sd</i> .84 | .90      | 3.1, <i>sd</i> .59  | .92      | 3.2, <i>sd</i> .62 |

‡Measures for each scale are included in Appendix B.  
ANOVA, \* $p<.05$ , \*\* $p<.01$

**Table 14. Control over scheduling work hours, by intention status.\***

|                     | <b>INT-Stay</b><br>n=1294 | <b>INT-Leave</b><br>n=35 | <b>INT-Retire</b><br>n=104 | <b>Leaver</b><br>n=213 |
|---------------------|---------------------------|--------------------------|----------------------------|------------------------|
| Complete control    | 10%                       | 9%                       | 13%                        | 21%                    |
| A lot of control    | 29%                       | 17%                      | 31%                        | 37%                    |
| Some control        | 30%                       | 51%                      | 25%                        | 27%                    |
| Very little control | 18%                       | 17%                      | 16%                        | 11%                    |
| No control          | 13%                       | 6%                       | 15%                        | 4%                     |

Pearson  $\chi^2$ , \*p<.05, \*\*p<.01

**Table 15. Job values, by intention status.**

|  | <b>INT-Stay</b><br>n=1294 | <b>INT-Leave</b><br>n=35 | <b>INT-Retire</b><br>n=104 | <b>Leaver</b><br>n=213 |
|--|---------------------------|--------------------------|----------------------------|------------------------|
| Good pay**                                       | 52%                       | 71%                      | 63%                        | 40%                    |
| Good fringe benefits**                           | 42%                       | 43%                      | 60%                        | 33%                    |
| Good job security*                               | 68%                       | 46%                      | 72%                        | 49%                    |
| An occupation that is recognized and respected** | 39%                       | 40%                      | 50%                        | 32%                    |
| A job that is useful to society                  | 57%                       | 54%                      | 67%                        | 50%                    |

Pearson  $\chi^2$ , \*p<.05, \*\*p<.01

### **LIS career**

The groups range widely in the amount of time spent in their post-LIS program careers. At the time of the survey, the average number of years since graduation for each group is as follows, in ascending order: INT-Leave – **11.0**, *sd 8.5*; INT-Stay – **13.8**, *sd 10.2*; Leaver – **20.0**, *sd 10.8*; INT-Retire – **26.0**, *sd 9.8*. The survey asked respondents to assess their current job in terms of the needs it fills for them, and asked them to rate the extent to

which they view their current position as part of a career, as a way to have something to do, a way to make money, and a way to get benefits. The INT-Leave group is more likely than the others to view their current job as a means of financial survival and less likely to see it as an integral part of a larger career (see Table 16).

Similarly, the INT-Leave group's level of overall career satisfaction is significantly lower than the levels of the other groups ( $p < .01$ ); 57% agree or agree strongly that they are satisfied with an LIS career, compared to the 90-97% range of the other groups. While 71% like being a librarian or information professional, only 46% of those who intend to leave would choose an LIS career if given the chance to "do it all over again." In contrast, 93% of those who have left the profession but are still "using their LIS skills" were satisfied with their LIS career overall and would still choose the career if they had to do over again (see Table 17).

Table 18 summarizes the types of breaks in employment taken, and Table 19 presents the job movement and progression across the respondents' job history. Employment patterns over the careers of each group are fairly similar, but several potentially important differences should be noted. Members of the INT-Leave and Leaver groups are more likely to have experienced a break in their careers due to involuntary unemployment; these breaks averaged 3.7 months, and 4.8 months respectively for the groups. The Leaver group is more likely to have left employment for career training, and these breaks averaged 7 months. Both groups also experience more job-switching, at about 30% working in three or more jobs, moving both up and down over their total job history.



**Table 16. View of current position, by intention status.**

| <b>Extent to which respondent views current position as...</b> | <b>INT-Stay<br/>n=1294</b> | <b>INT-Leave<br/>n=35</b> | <b>INT-Retire<br/>n=104</b> | <b>Leaver<br/>n=213</b> |
|--|----------------------------|---------------------------|-----------------------------|-------------------------|
| <b>Part of a career**</b>                                      |                            |                           |                             |                         |
| To a great extent  | 81%                        | <b>43%</b>                | 77%                         | 67%                     |
| Somewhat   | 13%                        | <b>37%</b>                | 16%                         | 21%                     |
| A little   | 4%                         | <b>20%</b>                | 3%                          | 8%                      |
| Not at all   | 2%                         | 0%                        | 4%                          | 4%                      |
| <b>A way to have something to do</b>                           |                            |                           |                             |                         |
| To a great extent  | 12%                        | 8%                        | 13%                         | 11%                     |
| Somewhat   | 22%                        | 29%                       | 24%                         | 22%                     |
| A little   | 19%                        | 20%                       | 21%                         | 19%                     |
| Not at all   | 47%                        | 43%                       | 42%                         | 48%                     |
| <b>A way to make money</b>                                     |                            |                           |                             |                         |
| To a great extent  | 48%                        | <b>66%</b>                | 51%                         | 53%                     |
| Somewhat   | 32%                        | 26%                       | 33%                         | 29%                     |
| A little   | 14%                        | 5%                        | 8%                          | 12%                     |
| Not at all   | 6%                         | 3%                        | 8%                          | 6%                      |
| <b>A way to get benefits*</b>                                  |                            |                           |                             |                         |
| To a great extent  | 42%                        | <b>69%</b>                | 53%                         | 35%                     |
| Somewhat   | 33%                        | 17%                       | 32%                         | 25%                     |
| A little   | 14%                        | 6%                        | 7%                          | 13%                     |
| Not at all   | 11%                        | 8%                        | 8%                          | 27%                     |

Pearson  $\chi^2$ , \*p<.05, \*\*p<.01

**Table 17. Career satisfaction, by intention status.**

| <b>Percent who agree or strongly agree that...</b>                  | <b>INT-Stay<br/>n=1294</b> | <b>INT-Leave<br/>n=35</b> | <b>INT-Retire<br/>n=104</b> | <b>Leaver<br/>n=70‡</b> |
|---|----------------------------|---------------------------|-----------------------------|-------------------------|
| Overall, I am satisfied with LIS as a career.**                     | 97%                        | 57%                       | 96%                         | 90%                     |
| I like being a librarian/ information professional.**               | 99%                        | 71%                       | 96%                         | 97%                     |
| If I had it to do all over again, I would choose LIS as a career.** | 91%                        | 46%                       | 85%                         | 90%                     |
| I encourage others to choose LIS as a career.**                     | 91%                        | 57%                       | 88%                         | 90%                     |

‡The only members of the Leaver group who received these questions are those who have left and are working in a non-library or information center using LIS skills.

Pearson  $\chi^2$ , \*p<.05, \*\*p<.01

**Table 18. Percent who have taken breaks from paid employment, by intention status.**

| <b>At least one break due to... ‡</b>                                      | <b>INT-Stay<br/>n=1294</b> | <b>INT-Leave<br/>n=35</b> | <b>INT-Retire<br/>n=104</b> | <b>Leaver<br/>n=213</b> |
|--|----------------------------|---------------------------|-----------------------------|-------------------------|
| Involuntary unemployment*  | 12%                        | 20%                       | 7%                          | 20%                     |
| Maternity/Paternity leave (paid or unpaid)                                 | 25%                        | 20%                       | 25%                         | 20%                     |
| Care for other family members (not children) or household responsibilities | 5%                         | 6%                        | 7%                          | 7%                      |
| Poor health  | 8%                         | 3%                        | 13%                         | 8%                      |
| Disability*  | 2%                         | 9%                        | 2%                          | 8%                      |
| Career training**  | 7%                         | 11%                       | 10%                         | 16%                     |
| Sabbatical or leave  | 4%                         | 3%                        | 5%                          | 6%                      |
| Leisure activities   | 4%                         | 3%                        | 2%                          | 7%                      |
| Extended break (more than six months) from work to care for children       | 34%                        | 7%                        | 31%                         | 35%                     |

‡ Respondents could select all applicable types of breaks that were longer than 4 weeks but less than 6 months. Pearson  $\chi^2$ , \*p<.05, \*\*p<.01

**Table 19. Movement in job history, by intention status.**

| <b>Total job history described as... **</b>    | <b>INT-Stay<br/>n=1294</b> | <b>INT-Leave<br/>n=35</b> | <b>INT-Retire<br/>n=104</b> | <b>Leaver<br/>n=213</b> |
|--|----------------------------|---------------------------|-----------------------------|-------------------------|
| Two or more jobs, moving up                    | 32%                        | 31%                       | 38%                         | 25%                     |
| Two or more jobs, moving both laterally and up | 37%                        | 31%                       | 30%                         | 35%                     |
| Two or more jobs, moving laterally only        | 6%                         | 6%                        | 9%                          | 3%                      |
| Two or more jobs, moving laterally and down    | 1%                         | 0%                        | 1%                          | 3%                      |
| Two or more jobs, moving down                  | .3%                        | 0%                        | 0%                          | 1%                      |
| Three or more jobs, moving both up and down    | 18%                        | 29%                       | 16%                         | 31%                     |
| One or no job moves                            | 4%                         | 0%                        | 3%                          | 1%                      |
| Don't know                                     | 2%                         | 3%                        | 3%                          | 1%                      |

Pearson  $\chi^2$ , \*p<.05, \*\*p<.01

## Professional identity

*One doesn't stop being a librarian. The information seeking, organizing and analyzing skills that sent me to library school carry through to other activities. As counsel for [a large research institution], I rely both on my library degree and my law degree to advise my clients, interpreting the law for librarians, and librarianship for the lawyers. It's the best of both worlds.*  
~ L79

*People chuckle when I tell them I am a librarian inside, but I believe that my contribution to the organization has reaffirmed the value of the degree. AND most importantly the image of librarians has changed in this information age. We are still the gatekeepers and the validators of the information.* ~ L41

Much of a person's identity can be tied up in work and career, particularly when he wants to derive meaning and fulfillment from work, and believes that an occupation can be a reflection of *who he is*. The educational and time investments required to develop expertise in an occupation continue to give shape to that work identity through ongoing socialization processes. Collin (2000) points out that vestiges of a mid-20<sup>th</sup> century American understanding of the meaning of work remain through the rhetoric or "discourse of career" which

offered individuals an epic narrative of the heroic life, that, despite the personal costs involved, provided the meanings and motivation to engage their continuing effort, skills, and commitment.... For those with an elite career, this rhetoric restored the wholeness and authenticity lost in the epic struggle; for those without, it allowed them to construct a sense of agency, continuity, and potential for development.... Career, with its recognisable gateways, patterns, and pathways, was a means of differentiating self from others, or between others, where the person was only one of many.... the elitism of career provided a way of asserting, displaying, and living out one's individuality (pp. 172-173).

Occupational socialization is the structural process that *creates* commitment to a profession. Becker and Carper (1970) state that the professions socialize their members into occupational roles through educational preparation and early career experiences. The

socialization process develops within the individual a professional identity which, in turn, increases commitment to the profession. Occupational socialization consists of the “development of problem interest and pride in new skills, the acquisition of professional ideology, investment, internalization of motives, and sponsorship” (Becker & Carper, 1970, p. 198). Socialization is dependent on the individual’s social relationships with peers and mentors that gradually influence him to see himself as a member of the club:

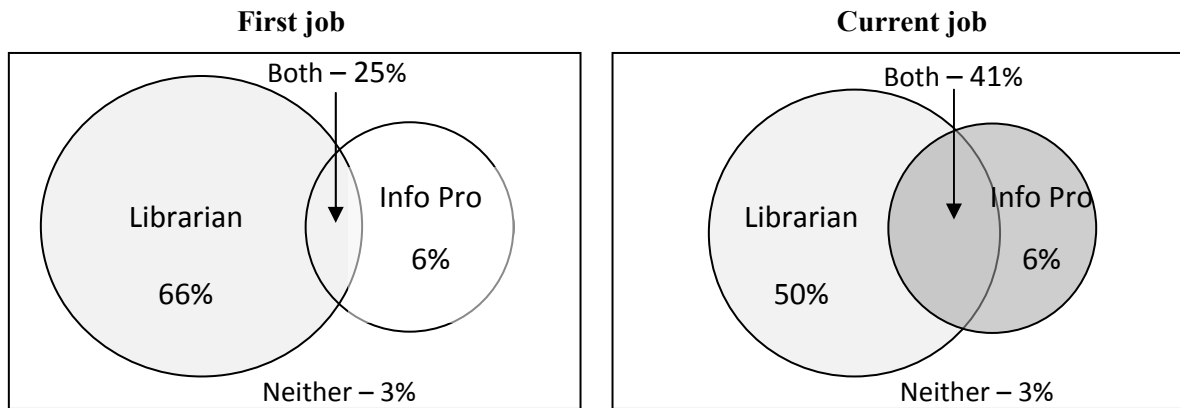
the social self is viewed as the anchor of the meaning-making process. This self is conceived as an entity that constantly scans and tests the interactional environment for direction. Individuals actively seek others’ feedback in relation to their own actions. Through the give-and-take of social interaction, the individual learns to present the appropriate attitudes, values, and emotions (Holstein & Gubrium, 2007, p. 339).

Recognizing the importance of professional identity and the potential for persistence of an identity in the midst of career change, the survey asked respondents about their identity in conjunction with particular jobs. They were asked what they considered themselves to be during their first job after the LIS program, and what they considered themselves to be currently; options given were “librarian,” “information professional,” “both,” or “neither.” Figures 4 through 7 illustrate the change in self-perceived professional identity between the first job after leaving the LIS program and the current job for each group. One consistency across the groups still working as librarians or archivists is the shift from seeing oneself as a “librarian” only, to seeing oneself as “both” a librarian and an information professional; this makes sense given the expansion of the field to include more diverse library, information, and technology roles and work settings. As expected, more members of the Leaver group no longer consider themselves to be librarians and/or information professionals; however, 30% still identify with librarianship and 54% identify themselves as information professionals.

Those who identified with neither identity were given the opportunity to specify one; representative answers for those who are still in librarianship are in Figures 8 and 9, while answers for the Leaver job group will be detailed in Chapter Six.

**Figure 4. Professional identity of INT-Stay group during the first job vs. current job.**

**INT-Stay**



**Figure 5. Professional identity of the INT-Leave group during the first job vs. current job.**

**INT-Leave**

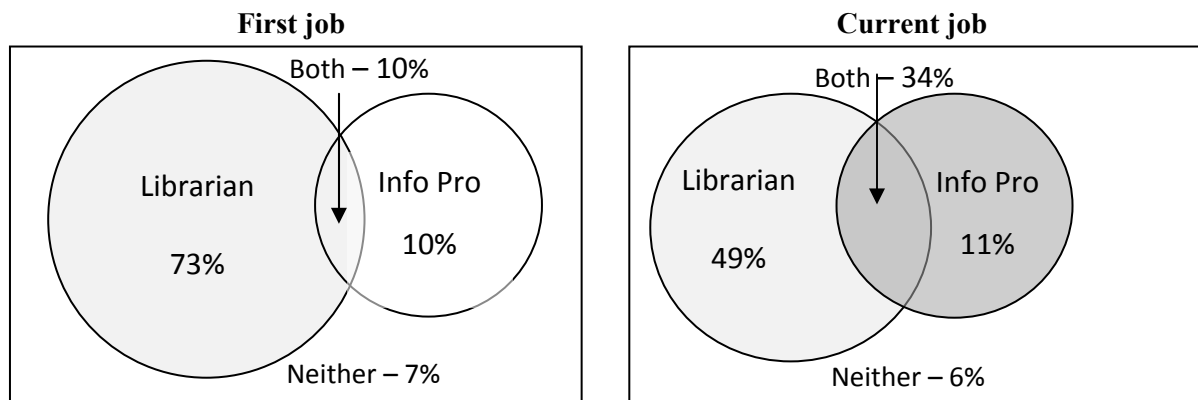


Figure 6. Professional identity of the INT-Retire group during the first job vs. current job.

**INT-Retire**

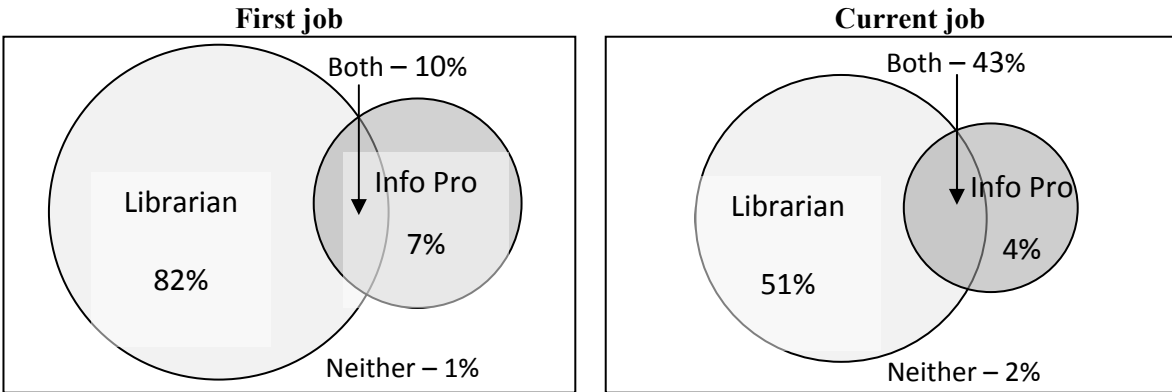


Figure 7. Professional identity of the Leaver group during the first job vs. current job.

**Leaver**

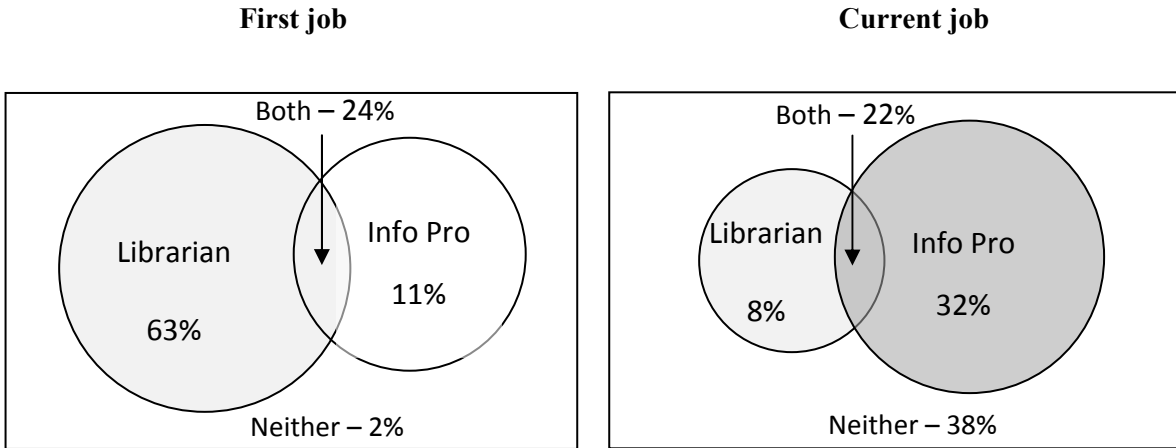


Figure 8. Representative answers for *Neither* – first job.

- I considered myself to be a/an:*
- Apprentice
  - Archivist
  - Assistant to the librarian
  - Grants writer and manager
  - Library assistant
  - Paraprofessional with a library degree
  - Technician
  - Underemployed librarian

**Figure 9. Representative answers for *Neither* – current job.**  
(INT-Stay, INT-Leave, INT-Retire)

- I consider myself to be a/an:*
- Administrator
  - Archivist
  - Corporate researcher
  - Curator
  - Integrator of information and technology
  - Library administrator
  - Library assistant
  - Manager
  - Paraprofessional
  - Project manager
  - Supervisor of technology and LIS program
  - Teaching librarian

## Summary

This chapter has given a descriptive and comparative overview of the WILIS 1 respondents who started their LIS careers as librarians or archivists and who are still in the workforce. The respondents were split into four groups of interest:

**INT-Stay** – work as librarians or archivists and do not intend to leave the field in the next three years

**INT-Leave** – work as librarians or archivists but intend to leave the field in the next three years

**INT-Retire** – work as librarians or archivists but intend to retire from the field in the next three years

**Leaver** – no longer work as librarians or archivists, but are currently working in other occupations.

As might be expected from the INT-Leave group, the descriptive statistics indicate that there may be good reason for leaving the profession. Most did not have any library work experience prior to entering the LIS program. For many, their first post-degree jobs did not offer full-time employment or a supervisory role and were short-lived. Their current jobs are

not much better. Lower levels of job quality, job and career satisfaction, and pay, and fewer opportunities for administrative, technical, or supervisory roles may be contributing to the desire to leave.

Members of the Leaver group, in comparison, transitioned out of positions as librarians or archivists, and have fared better on average than those who intend to, but have not yet left. Their salaries are higher, and they experience increased levels of job and career satisfaction, perhaps because of better job quality, variety of work responsibilities, and flexibility of workplace and hours.

I outlined the primary reasons respondents stated for leaving the first job after the LIS program. With Kalleberg's mismatched worker framework and themes from the job satisfaction and turnover literature, I explored the ways in which these factors represented skills, geographical, earnings, temporal, work-family, and other mismatches between the worker and the job. The next two chapters will delve deeper into the reasons behind some of these descriptive findings. Using the Rhodes/Doering Integrated Career Change Model and Kalleberg's theme of the mismatched worker as touchstones, the career stories of respondents in the INT-Leave and Leaver groups will be mined for their perspective on the actual determinants and consequences of occupational turnover in the library and archival professions.



## **Chapter 5 – Determinants: Why Do Librarians Want to Leave?**

In this chapter I will answer the second research question: what convergent and divergent themes emerge from the career paths and stories of those who intend to leave or have left the profession, and what do their career stories reveal about the internal and external factors that influence librarians and archivists to want to leave the profession? I will explore the reasons why librarians and archivists leave (or want to leave) the profession, as articulated by INT-Leave and Leaver group members.

I will present the career stories of three people whose work experiences are typical of this group that intends to leave the field in the next three years; the main theme that runs through these first stories is the contrast between and coexistence of job *dissatisfaction* with career satisfaction. Then I will discuss the other themes that emerged from the text responses of others in these groups, including diversity and movement in job history, the desire for a change of work setting, and a variety of mismatches of fit between job and worker. The usefulness of the Rhodes/Doering Integrated Career Change Model in this analysis of potential career changers will also be addressed.

### **INT-Leave career stories: job dissatisfaction and career satisfaction**

#### ***Profile of ITL9***

Respondent ITL9 is a 39-year-old single white female who graduated in the mid-1990s with a Master's degree in library science. She did not work in a library prior to her LIS

program. She pursued library and information science because she thought it would be a good fit with her interests and provide flexible career options.

*ITL9: I graduated from college with a bachelor's degree in psychology and worked for three years in mental health settings. As I obtained more experience I realized that wasn't a good fit for me and decided to pursue a master's degree in library science. Since finishing [that degree] ... I have spent the last eleven years working in academic libraries. First I spent four years as a science librarian at a small liberal arts college. Since [leaving that position] I have been at a major research university in a variety of positions.*

Her first job as a science librarian afforded a good deal of job autonomy, good co-worker relationships and support, but “not enough time to get things done.” She left that position to improve her salary, gain opportunities for career development and growth, and work under a better quality of management.

After moving to an academic research library, she was promoted to a position in administration and information services. Most of her work involves communications and public relations, but she is also responsible for facilities planning and management, staff training, bibliographic instruction, committee work, instructional technology, and reference. She says that compared to five years ago, her job requires her to work harder and perform a wider variety of tasks, including more managerial and financial functions, and to assume greater leadership roles. While she appreciates that her position offers her a lot of autonomy and opportunities for growth, she is not happy with her current work environment and is required to work overtime on a regular basis.

*ITL9: Typically I work well over 50 hours a week. I consider that excessive compared to my compensation.*

Overall, she is satisfied with her LIS career and would choose it again if given the chance; however, she thinks that she will leave her current employer after another two years or so.

ITL9: *I'm frustrated with the slow pace of change in large organizations and the inability to impact my compensation. I can work really hard or not so hard and I would still get paid the same.*

It is very important to her that she finds an interesting job that pays well, offers the necessary support and equipment to get the job done, and gives her the feeling of doing something meaningful. She aspires to a senior management position in a company outside of the LIS field.

### ***Profile of ITL14***

Respondent ITL14 is a married non-white male in his mid-forties who graduated in the early-2000s with a Master's degree in library science. He worked in a variety of jobs before entering his LIS program, but he did not work in a library or information setting until the program offered him an assistantship in a government library. An English major in college, he pursued library and information science because he thought it would be a good fit with his interests and that jobs would be available in the field, offering flexible career options with good salaries and benefits.

ITL14: *Before going to college, I worked a number of jobs: grocery store clerk, warehouse employee, factory worker. While in college I managed a small student center and youth hostel. After college, I worked as a teacher briefly, and then as a hotel front desk clerk.*

His first professional position after the LIS program was as an information specialist in a mid-sized public library. While the pace of work was not an issue, he did not have “much say about what happened on his job,” and he left that position within a year for a better salary and working environment with better working hours. His career in librarianship has also been diverse:

ITL14: *After graduation, I worked in a public library, corporate library, community college library, state archives, and federal government library.*

He found his current job at a government library through a job advertisement on a professional listserv. He works about 45 hours per week and has a supervisory role with multiple areas of responsibility, including cataloging, reference, and interlibrary loan services. Although overtime is not required, he believes that “there is not enough time to get required work done,” and states that

ITL14: *Currently I feel that in order to feel like I've accomplished a lot during the day or week, I need to work extra hours.*

Overall, he is dissatisfied with his current job and is unhappy with his work environment. He does not have adequate opportunities to develop and apply the skills he needs to enhance his career, and his employer does not help him in this area; nor does he believe that he can exercise creativity and innovation in his work or develop leadership skills in his current position. He says that compared to five years ago, he feels more pressure to continually learn new skills. His job requires him to work harder, perform a wider variety of duties, including more high tech tasks and tasks once done by assistants. At the same time, he is also more concerned about his job security.

Although he still sees this position as “part of a career,” he definitely plans to leave it in the next year. Similar to ITL9, he is satisfied with his LIS career overall, and he likes being a librarian/information professional; however, he plans on leaving LIS work within a year and would not choose an LIS career if he had the chance to go back and “do it all over again.” When asked why he wants to leave LIS, he replies:

ITL14: *Unfortunately, LIS professionals aren't respected and/or valued for the work they do. Sadly, in many respects, librarians have fallen victim to the "Google" phenomenon. Many administrators believe*

*that everything can be found on the Internet. And, when it comes down to cutting budgets, libraries are often the first to go.*

Perhaps in response to this “phenomenon,” he reflects that

ITL14: *If I were to go back and start library school over again, I would focus more on technology: html, xml, database development, and Web 2.0 tools... [LIS programs] should place more emphasis on technology.*

### ***Profile of ITL23***

Respondent ITL23 is a 53-year-old divorced white female with two grown children. She graduated in the mid-1970s with a Master’s degree in library science and a specialization in archival studies. She “always wanted to be a librarian/archivist,” and worked as an assistant in a library prior to entering her LIS program. She also pursued library and information science because she thought it would be a good fit with her interests and offered flexible career options. After obtaining a Master’s degree in history, she worked as an archivist at a historical society which housed a library, museum, and archive, and she has continued to work in the archive field. She was promoted within this first organization to a position with a better salary, more challenging projects, and greater opportunities for career growth and development. After a five-year break to care for her young children, she returned to the historical society and is now a Business History Archivist.

In her current job, she works 40 hours per week and supervises other employees. She says that she does not have “opportunities for creative input and innovation” in her work, and that she “does not have a lot of say about what happens” on her job; additionally, there is “too much work to do everything well.” She has very little control over scheduling her work hours, and feels that she doesn’t have the support she needs from co-workers to do a good job at work. Ideally, she would like to reduce the number of hours she works, because

ITL23: *All of my free time goes to maintaining a home and seeing about my elderly mother so there is little time to ever relax.*

She is not happy with her current work environment, and does not believe that her current employer provides her with the necessary opportunities needed to enhance her career or build leadership skills. She says that knowing what she knows now, if she had to decide all over again, she would not take her current job. Compared to five years ago, her job requires her to work harder and perform more new and high tech tasks for which she is unprepared, yet the skill set she developed earlier in her career is neither utilized nor recognized. She expects that she will not be in the profession three years from now:

ITL23: *My job with another non-profit was better because I used more skills and was encouraged more to find continuing education. I managed a staff much larger than what I have now [but] my management now is not written in my job description. The pay is so poor related to our economy that I am considering a fundraising job.*

### **Leaving the field: a lack of fit**

The three preceding career narratives and the text responses of other members of the INT-Leave and Leaver groups provide evidence of the process that occurs when a worker-job mismatch leads to dissatisfaction and contemplation of occupational turnover. Respondent ITL9's story illustrates *earnings* and *temporal* mismatches – she feels overworked and underpaid, and she wants to be able to impact her compensation through her own effort. Her frustrations are not unique; a librarian who left the field reflects:

L28: *I left the library science field because I could not earn enough to support myself and my daughter when I became a single parent. I went back to school to get an MBA to work in banking to earn a "living" wage. Now that I am nearing 60 I would like to retire from a corporate career and work in library science again however, I cannot get an interview at the Public Library for a job making \$20,000 less than I am now because I am too old. So much for what the Library Science field has done for me!*

Another former librarian asserts, “the state salary [of school librarians] focuses on years of experience...not on doing a good job or honest day's work. After 17 years of that, I wanted to work where the harder I worked, the more earning potential I had.” Others who cite earnings mismatches as a barrier to job and career satisfaction also mention temporal mismatches; they need more time to be able to take care of children or other family members, but they cannot reduce their work hours without losing their health insurance and other benefits.

The stress of overwork and the unavailability of part-time jobs in libraries and archives are recurrent themes in the narratives of respondents who have temporal mismatches. Flexible scheduling and/or compensation issues are frequently coupled with the desire to achieve work-family balance or avoid *work-family mismatches*. Attempting to fix a work-family mismatch can then lead to a *geographical* mismatch; a few respondents said that after moving to accommodate family needs they were unable to find a library job in their new city. A late-career librarian sums up the difficulties brought about by multiple mismatches:

*ITL3: I feel that after 25 plus years on the job I need a change to something that is less stressful, has fewer hours, and yet is still meaningful. While the official pronouncement is that regular overtime is discouraged, the reality is that to do a decent job you have to put in regular overtime each week. This is partly the result of having too few librarians per student. So I am really fed up with constant overtime. I also very much want to spend more time with my spouse who is 13 years older than I and who retired from the LIS profession two years ago. Basically I am very aware after the death of both parents that life is way too short to be working so hard for so little gain at this point. It's time for others to shoulder the burdens of a profession which is perennially short staffed.*

Elder (1994) stresses that, in spite of contingencies, “within the constraints of their world, competent people are planful and make choices among alternatives that form and can recast their life course” (p. 6). Respondents express a variety of work-family conflicts that are proactively resolved by changing or leaving professions; some leave the workforce to

become full-time caregivers, while others leave to pursue work that permits flexible scheduling, to help with a family business, or to provide other assistance to family members. Two poignant stories exemplify the constraints and contingencies posed by work and family, and the personal agency exerted by women to take care of themselves and their loved ones while staying grounded and focused on what is important in their lives.

L58: *It was hard to find a job as a librarian in my area. I decided to be a CPA because I could be flexible while raising a family. Five years ago I was working part time when my husband was diagnosed with Alzheimer's. I had to go back to work full time to provide health insurance. I also am helping my children with their education. I enjoy my job, but it is not who I am.*

ITL32: *[Before I was a school media teacher, I was a] Bell telephone operator, built railroad track, operated heavy equipment, teacher, and tax preparer. Now I plan to become a school administrator – upward movement. Just to explain [a previous job change], my ex told me that we were moving [out of NC] with his job so I resigned mine. Three days before the end of my school year he told me he was leaving. I never would have left that job if he hadn't been such a jerk. However, my life could take me to military base schools overseas in an attempt to fulfill a lifelong dream. I am adding school administration to English, special education, ESL, and library science.*

Respondent ITL23 has temporal, work-family, *work environment*, and *skills mismatches*; there is not enough time for work-family balance given her work hours, and she does not have the level of job autonomy or support that she needs to feel satisfied with her job. Adding to her dissatisfaction is the job's overutilization of high tech tasks for which she feels unprepared, and underutilization of her prior experience and managerial skills.

Respondent ITL14 is also experiencing a mismatch with his work environment; his job does not offer him opportunities to exercise his creativity or develop his career. His remarks about focusing on technology if he could “go back and start library school over again,” indicates a



concern about a skills mismatch that might hinder his ability to get a more technologically-oriented position in the LIS field.

Skills mismatches were frequently cited by others who intend to leave or have left the profession. Some respondents indicated that they were treated like “a glorified copier” or “less than professional... unable to do what I was trained to do;” others worried that their lack of technical skills or experience would prevent them from getting their ideal LIS job. A former special librarian confessed that she “just wasn’t ready to handle the responsibilities of a one-person corporate library.” Another librarian who plans to leave the profession feels hopeful about his qualifications for finding a better paying job in a different field:

ITL1: *I see LIS as a stepping stone to a more interesting and better paying job. I appreciate the skills I learned in LIS, but feel these skills can be applied on a job that provides better flexibility and paying opportunities.*

Other work environment mismatches that are pushing librarians and archivists out of the field include few opportunities for advancement, organizational bureaucracy and politics, too few resources to do the job well, and over-scheduling or overwork leading to burnout. Respondents recounted being passed over for promotion or stuck in a position with no possibility of advancement or career development. Some librarians are worried about job security in a profession that has historically been vulnerable to budget and staff reductions. One former librarian believes that librarians have brought some of the negative aspects of the profession on themselves. She states:

L34: *From the time I started library school till today I believe librarians have failed to market themselves very well. They allow themselves to be underpaid, undervalued and overlooked. I love libraries-using them as a patron, what they provide for the community, especially public libraries. But when I see what librarians are paid, I get sick. No more of that for me.*

### **A common thread: diversity in job history and aspirations**

Those who intend to leave the profession tend to have diverse careers – 29% describe their career trajectory as “three or more jobs, moving both up and down,” compared with 18% of the INT-Stay group and 16% of the INT-Retire group. They represent the cohort of librarians and archivists who pursue the profession as a second or third career. Job and career changes are familiar to them, and have been successfully completed multiple times, as evidenced by one respondent who has been a “diesel mechanic, business owner, waiter, account manager, and librarian.” In a description of her exceptionally varied work history, another respondent noted, “I would love to see an observer’s opinion of my library career.” A post-LIS occupational change would be a typical, rather than atypical career decision to many of them, and their job histories reflect the diversity of their work experiences:

ITL12: *I was in bedside nursing for 10 years, and had some 'outside of the box' nursing experience in organ transplantation. I worked during library school as an intern in a scientific library, then after library school, worked as an ILL/reference librarian where I did my internship, then moved into a corporate library – various positions there - online searching, indexing and abstracting, training and communications.*

ITL24: *I began teaching in 1983 as a middle school teacher. In 1986, I left teaching and began a career in banking. After a family move, I returned to teaching as a middle school teacher for 9 years. During this time I began working on an MLS degree and actually began working as a school librarian before finishing the degree... Since then I have also begun and completed a Master's of School Administration.*

“Change is good” was given as the reason one respondent plans to leave the field. Many people who intend to leave do not want to abandon failed LIS careers; in fact, many have experienced highly successful and fulfilling careers as library and archival professionals. Their current jobs include a wide range of specializations: school

library/media, business reference, collection development, department/branch management, cataloging, reader's services, digital repositories, government information, medical information, archives, and web services. These jobs often serve as a bridge to a new work environment or specialty. One common thread in these career narratives is the desire to take the expertise and skill set from the current job and apply it in a different work setting, or to pursue entirely different occupational goals:

ITL22: *I started out as a clinical nurse. I worked in bone marrow transplant and labor and delivery. [After the LIS program], I worked as a web Developer, then in web services at an academic health sciences library. I would prefer to be in management in the health care sector. I still think the skill set I have from my IS background will serve me well.*

ITL29: *I would like to enter the Foreign Service in the future. I find that my job [as a Government Documents Librarian] is excellent training for this possibility.*

## **Discussion**

The literature outlined in Chapter Two suggests that job and career dissatisfaction are key factors that influence turnover intention and turnover behaviors. Satisfaction was described as a positive feeling toward the job or career, as well as a congruency between the worker and the job or career. A lack of alignment – a mismatch – between the worker and his work creates stress and is at the heart of job dissatisfaction. Kalleberg describes mismatches of skill, geography, earnings, scheduling, and work-family balance. Other categories of mismatch between the worker and the work environment that are shown to influence satisfaction and turnover are workload, level of co-worker and supervisor support, career development and mentorship, organizational structure (management style and opportunities for advancement), and work autonomy.

The Rhodes/Doering model (see page 37) suggests that the worker becomes aware of a “lack of correspondence” or Kallebergian “mismatch” between his values, needs, or desires and the fulfillment provided by his current job and career environment and opportunities. When a worker perceives a lack of fit between himself and his work and career, and experiences high levels of dissatisfaction with this fit, he will begin to think of leaving. Kalleberg’s mismatches and the Rhodes/Doering model are consistent with the life course perspective on career decision making in that they incorporate the ways in which personal factors, i.e., linked lives (family support/responsibilities, networking), timing (scheduling, opportunities elsewhere, adequate financial resources), and environmental context (economic climate, geography, skill sets acquired or needed) constrain and facilitate the choice-making aspect of the job and career change process.

Given prior research and this model, it could be hypothesized that a librarian or archivist who wishes to leave the field recognizes a mismatch in her job and career environment and aspirations and has lower levels of job and career satisfaction. The narratives of respondents who intend to leave the field or who have already left provided the nuanced detail to allow for an evaluation of the WILIS 1 data against existing models of turnover.

While most of the evidence suggests that the Rhodes/Doering model represents the career change process of WILIS 1 respondents, the career dissatisfaction component does not appear to be a definitive factor that influences people to leave the library and archival professions. Although the INT-Leave group’s level of overall career satisfaction is much lower than the levels of the other groups, and 54% would not choose an LIS career if given the chance to “do it all over again,” a surprising 57% agree or agree strongly that they are

satisfied with an LIS career. It is noteworthy that of those who have left, 90% are satisfied with an LIS career; it is possible that in retrospect, the career changer's sense of satisfaction with the overall LIS career increases upon a successful transition out of a library or archives position to a new occupation that builds upon her LIS skills and experience.

## **Summary**

In this chapter, respondents have conveyed the numerous factors that have influenced them to want to leave or to have left the field. While many express satisfaction with their LIS career overall, dissatisfaction with jobs and work environments often leads to eventual occupational turnover. Others change types of organizational settings to remove themselves from disappointing and unhappy jobs and to improve their worklives, but for these respondents it often leads to an exit from the profession or the intent to leave. A thematic presentation of textual responses has provided the story behind the statistics and provided evidence for the role of mismatch in turnover.

Those who intend to leave successfully traverse multiple jobs and careers over their work history. Conflict between their career needs or preferences and their jobs range from the desire for a change of work setting, to skill, geographical, temporal, earnings, work-family, or LIS-related mismatches. The reasons behind actual departures from the profession were also included in this analysis and support the notion that mismatches lead to dissatisfaction and eventual organizational and occupational change.

Perhaps more significantly, the narratives reveal the processual and contextual nature of career decisions, and the ways in which linked lives and timing frame, constrain, and facilitate them. A worker's choice of position, commitment to a particular organization or career path, and turnover intentions do not occur in a bounded "world of work" separate from

families and personal needs. Financial imperatives, careers of spouses, caregiving responsibilities, physical limitations, new goals, and unexpected events have a considerable impact on worklives and actions.

Of particular note in this analysis is the persistence of career satisfaction among LIS professionals who intend to leave library and archival work. The job and career satisfaction scores of the INT-Leave group are significantly lower than all the other groups; however, more than half (57%) are satisfied with LIS as a career, and 71% like being a librarian or information professional. Situational, rather than systemic issues in LIS may be behind the desire of many to leave, suggesting that sincere efforts by administrators to retain LIS professionals by helping to resolve work-home/family conflicts may forestall some from leaving the field. In the next chapter, the process and consequences of occupational change will be explored by looking closely at post-library career stories of former librarians and archivists.

## **Chapter 6 – Consequences: Career Patterns and Perspectives of Leavers**

According to Neapolitan (1980) and Thomas (1980), career changers are more satisfied with their subsequent occupations. Kidd (2008) found that the most frequently cited positive career experience was a career transition, giving the changer a sense of emotional “career well-being.” Holmes and Cartwright (1993) argue that the success of a career transition is generally not evaluated in financial terms.

A greater satisfaction with the intrinsic rewards of a new profession may be due to the underlying motivations for change in what Hall (1976) termed the “protean career.” The protean career is analogous to the boundaryless career “that is self-determined, driven by personal values rather than organizational rewards, and serving the whole person, family, and ‘life purpose’” and “one in which the person, not the organization, is in charge, the core values are freedom and growth, and the main success criteria are subjective (psychological success) vs. objective (position, salary)” (Hall, 2004, pp. 2, 4).

Other researchers warn that a protean or boundaryless career does not necessarily result in positive outcomes and that the consequences of career transitions should be evaluated empirically (Eby, 2001; Hirsch & Shanley, 1996; Raider & Burt, 1996). Eby (2001) found that a “trailing spouse” is most often female, and likely to relocate multiple times for her husband’s career; her post-relocation job is more likely to be a lateral career move with lower pay and benefits, and fewer opportunities for career development.

Ultimately, the consequences of occupational change are best evaluated by those who navigate the transition and live with the outcomes, and the career narratives of leavers are a window on their experience of this change and its results: what happens to librarians and archivists who leave – where do they go, what do they do, and how do they get there? Are they happy?

In this chapter I will answer the third research question: What did the process of occupational turnover look like, and what are the results of turnover for these former librarians and archivists? How well do they fare in their subsequent occupations, and what do they think about their former professional roles? The chapter presents an overview of the career change process and the outcomes that are characteristic of those who leave the profession.

First I will summarize the types of LIS jobs that respondents started out in and compare them to their current jobs outside of the field. Second, I will tell the career stories of three respondents who left and whose work experiences are typical of leavers of the profession. Then I will discuss the other themes that emerged from the text responses of others in the Leaver group including meandering but meaningful career pathways and entrepreneurship. These leavers of the profession describe nonlinear career patterns in which their choices reflect their values and constraints at particular points in time. Faced with unexpected events and mismatches preventing satisfactory worklives, professionals adapt to their circumstances and craft new careers that accommodate the needs of the moment while propelling them toward the accomplishment of personal goals. The primary theme of the stories of those who leave is the search for and acquisition of *correspondence* between their work, personal, and family needs.



## **Occupational shifts**

Tables 20 through 23 compare the job titles of respondents in the Leaver group from their first jobs after their LIS program to their current job; each table illustrates the representative occupational changes from a particular type of work setting – school, public, academic, and special libraries and archives. Members of this group are not consistently leaving a specific type of library or archival job, and there is a great deal of diversity in types of jobs held after leaving library and archival work. A few patterns do emerge from the current job titles, however. Leavers do not tend to move into qualitatively different professions that require lengthy new graduate or training programs; while a few former librarians and archivists pursue new occupations in pharmacy, accounting, criminal justice, or law, most transition to teaching, managerial, and leadership roles in industries or organizations that are complementary to LIS or require LIS skills. Some respondents are training new professionals in LIS programs or working in LIS professional organizations, but most are in information-oriented or IT fields that have no relationship to libraries or archives.

In library and archival organizations, professionals are often required to “wear many hats.” Solo librarians and archivists or those who work in smaller facilities may also assume responsibilities of directorship, and those working in large organizations often have experience with cross-functional teams, participatory management, or joint projects with community partners or different academic units. The educational preparation for LIS includes a wide range of information skills development in research, organization, customer service, management, and information technology. These skills combined with the administrative and team roles LIS professionals take on can equip them to take on leadership positions in information or data-intensive organizations, as well as industries in which second-career LIS

**Table 20. Occupational changes of former school librarians.**

| <b>Representative job titles – job after LIS program</b>   | <b>Representative job titles – current job</b>  |
|--|---|
| Elementary Media Coordinator<br>High School Librarian<br>Media Coordinator<br>Media Specialist<br>Middle School Librarian<br>School Librarian<br>School Media Specialist | Assistant Professor - Library Science<br>Bookstore owner<br>Compliance Director, financial services<br>Continuing Education/Alumni Coordinator, LIS program<br>Director of Membership Services, LIS professional assoc<br>ESL Lead Teacher<br>Executive Director, non-profit<br>Pharmacist<br>Preacher<br>Principal<br>Regulatory Affairs Lead, electric utility<br>Sales Consultant (book industry)<br>Senior Manager of Public Affairs, government agency<br>Special Education teacher<br>State Level Chief for Instructional Technology<br>VP Organizational Consulting<br>Writer/Novelist |

**Table 21. Occupational changes of former public librarians.**

| <b>Representative job titles – job after LIS program</b>  | <b>Representative job titles – current job</b>  |
|---|---|
| Audiovisual Department Head<br>Branch Librarian<br>Branch Manager<br>Cataloger<br>Children's Librarian<br>Documents Librarian<br>Information Services Librarian<br>Librarian<br>Outreach Librarian<br>Reference Librarian<br>Young Adult Information Specialist | Art Teacher<br>Associate Director, higher education<br>Attorney<br>Civil service, county-run clinic<br>Community College Instructor<br>Computer Software Training Manager<br>Continuing Education Coordinator, medical school<br>Director of Church Communications<br>Elementary School Teacher<br>Freelance Editor/Writer<br>LIS Professor<br>Market Research Analyst, University Engagement Dept.<br>Problem Manager, state data center<br>Product Manager, library resources database producer<br>Realtor<br>Regulatory Technical Specialist, pharmaceutical<br>Sales Associate, retail garden center<br>School Program Coordinator, museum<br>Self-employed Artist<br>Self-employed, publishing company<br>Storyteller<br>Systems Analyst, university<br>Technical Lead, pharmaceutical<br>Technical Writing Consultant<br>VP of Information Technology, electrical utility |

**Table 22. Occupational changes of former academic librarians.**

| Representative job titles – job after LIS program  | Representative job titles – current job  |
|--|--|
| <p>Acquisitions Librarian<br/>           Audiovisual Librarian<br/>           Catalog Librarian<br/>           Cataloger<br/>           Circulation Librarian<br/>           Collection Development Librarian<br/>           Director of Learning Resources<br/>           Head of Acquisitions<br/>           Head of Circulation Department<br/>           Head Reference Librarian<br/>           Instructional Design Librarian<br/>           International /State Documents Librarian<br/>           Librarian<br/>           Library Assistant<br/>           Library Systems Engineer<br/>           Manuscripts Curator<br/>           Manuscripts Processing Supervisor<br/>           Media Services Librarian<br/>           Preservation Librarian<br/>           Reference Librarian<br/>           Reserves Coordinator<br/>           Serials and Government Documents Lib.<br/>           Serials Binding Coordinator<br/>           Technical Services Librarian<br/>           Web Services Librarian</p> | <p>Administrative Assistant, university facilities services<br/>           Antiquarian Appraiser<br/>           Assistant VP, healthcare foundation<br/>           Associate Professor of English<br/>           Attorney, federal government agency<br/>           Bookseller<br/>           Commissioned Service Member<br/>           Customer Care Professional, financial services<br/>           Director of Information Policy, law school<br/>           Director of Senior Center<br/>           Director, transcendental meditation program<br/>           Director, University Web Communications<br/>           Editorial Assistant/Webmaster, scholarly journal<br/>           High School Math Teacher, special education<br/>           History Teacher<br/>           Implementation Specialist, software dev. co.<br/>           Licensed Massage Therapist<br/>           LIS Professor<br/>           Managing Editor<br/>           Museum Educator<br/>           Principal Consultant for high tech companies<br/>           Project Director, Career Education Service<br/>           Proprietor, database and web development co.<br/>           Prospect Research Manager, university development<br/>           Retail craft store owner<br/>           Scholarly Publishing Consultant<br/>           Senior Pastor<br/>           Senior Program Officer, federal grant agency<br/>           Senior Project Manager, financial institution<br/>           Senior Project Manager, telecommunications<br/>           Technical Information Manager, pharmaceutical<br/>           Technical Product Manager, library systems vendor<br/>           Theology Professor<br/>           Third Grade Teacher<br/>           VP of Operations, career college<br/>           VP of Student Support Services, community college<br/>           Web Developer, computer company</p> |

**Table 23. Occupational changes of former special librarians/archivists**

| Representative job titles – job after LIS program  | Representative job titles – current job  |
|--|--|
| Archivist<br>Cataloger<br>Contract Librarian<br>Database Librarian<br>Information Resource Specialist<br>Information Specialist<br>Government Librarian<br>Law Librarian<br>Law Library Assistant<br>Librarian<br>Library Assistant<br>Library Director<br>Medical Librarian<br>News Researcher<br>Outreach/Education Librarian<br>Reference Librarian<br>Research Librarian<br>Researcher<br>Systems Librarian<br>Technical Information Specialist<br>US Army Librarian | Attorney<br>Business Analyst, electronic info services provider<br>Certified Public Accountant<br>Companion Care, self-employed<br>Consultant, non-profit information and research<br>Courtroom Deputy<br>Database Design Contractor<br>Departmental Director, civil rights organization<br>Deputy Director, police training academy<br>Director of Manufacturing<br>Education Service Representative<br>Field Producer, network news<br>Freelance editor<br>Freelance writer and author<br>GIS Coordinator, community planners<br>Information Analyst, pharmaceutical<br>Interaction Designer, ad agency<br>IT Consultant, management consulting partnership IT<br>Specialist, federal hospital<br>Legislative Research Specialist<br>Merchandising Information Specialist, e-commerce<br>Owner, market research service<br>Planning and Research Assistant, railroad<br>Product Manager, online health media<br>Professor<br>Program Coordinator, hospital<br>Project Manager, library professional association<br>Public Health Analyst<br>Public Health Program Manager<br>Senior Advisor, foundation<br>Stock Trader<br>Systems Analyst, county government IT department<br>Technical Manager, pharmaceuticals<br>Training Manager, emergency management<br>USPS mail carrier<br>Web Developer, retail<br>Web Development Manager , newspaper |

professionals may have had prior experience. A good number of respondents are also pursuing entrepreneurial ventures and self-employment.

Figure 10 summarizes the types of positions currently held by members of the Leaver group, and Figure 11 presents the types of industries in which these positions are held. While

educational settings top the list, no other single industry dominates. Much could be concluded about the Leavers group from the quantitative and descriptive occupational change data; however these data only convey a partial picture of occupational outcomes and say nothing about the reasons for and process of change. The career narratives expose the underlying complexity and nonlinearity of their process of career transition, and the impact of relationships, timing, and other circumstances on the decision to leave and its consequences.

**Figure 10. Current positions held by Leavers, by type.**

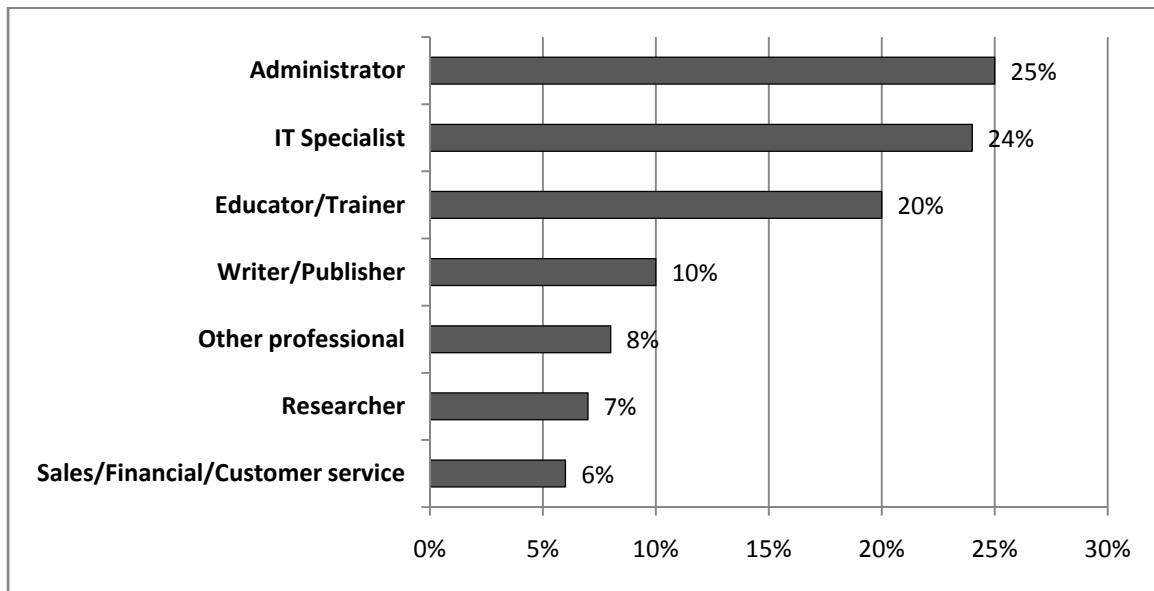
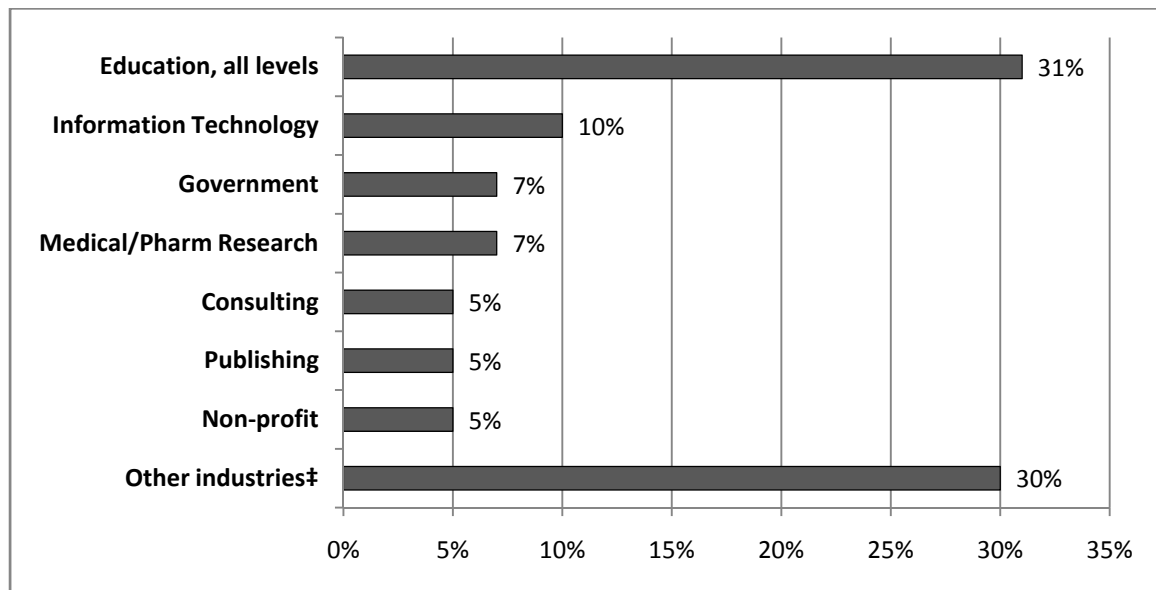


Figure 11. Current industries of Leavers.



‡Other industries include financial, research institutes, museums, library vendors or associations, law, healthcare, retail, energy, and transportation.

### Leaver career stories: finding a fit

#### *Profile of L97*

Respondent ITL9 is a 39-year-old married white female with two children. She graduated in the early-1990s with a Master's degree in library science. She did not work in a library prior to her LIS program. She pursued library and information science because she thought it would be a good fit with her interests, allowing her to work with people and have a job that made a difference. At the beginning of her program she wanted to work in a public library, and she was able to fulfill this ambition as a youth services librarian in her first position after the program. This bad experience only lasted one year:

L97: *My first position, which was in a public library setting, was disappointing. The management was clueless (Ever hear of the Peter Principle?<sup>5</sup> It was alive in well in my system.) Pay was lousy, hours too. It's not hard to see why good youth service librarians experience burn-out. I have promised myself to never work in a public library setting again.*

<sup>5</sup> The Peter Principle "states that people are promoted to their level of incompetence" (Lazear, 2004, p. S141).

She stayed in librarianship for another four years, but changed the type of library she worked in.

L97: *My second job in the library field was as an elementary school librarian in a large, relatively "wealthy" public school system. It was a great job, but there was never enough time to do everything I wanted. I attribute this to the nature of educational jobs. If I had continued in the information sector (and I do consider library work information), I would have gone back to school for another degree in technology and then looked for a job in a private setting. However, life situations change. We moved to another region of the country where education is not as highly valued (salaries much lower and resources lower too). I left school librarianship a little sooner than I had anticipated.*

Now she works 10 hours per week as an administrative assistant in the office of a jewelry store, a position that gives her a lot of control over scheduling her hours. She has good working relationships with her co-workers. This position is a better work-family fit for her.

L97: *I moved into a "fun" part-time job that better fit my schedule... Perhaps when my children are much older and I have more free time, I will pursue the aforementioned tech degree and find a job in the information sector again, but not as a librarian.*

### **Profile of L119**

Respondent L119 is a 59-year-old married white female who “loved libraries and books,” and always wanted to be a librarian. She graduated in the early-1970s with a Master’s degree in library science.

L119: *I worked in libraries beginning in Junior High School. I worked as a young adult librarian and branch manager after getting my [master’s in library science] for 6 months. I left my first professional librarian job for an increase in position and opportunity and continued that rapidly through the next two and half years. I worked as a media specialist/school librarian in a school library for a school year. [After that] I worked as an Assistant Director of a Regional Library for about 8 months, then I went to Law School*

*while working in [a departmental library on campus]. I began practicing law in 1977.*

She and her husband are partners in a small law firm in the southern United States. She works approximately 70 hours per week, but has some control in scheduling those hours. She would like to reduce the number of hours she works “because after 30-plus years it is exhausting.” In spite of the hours, she has a high level of job satisfaction and no regrets about her choice of positions. She has no plans to ever leave her current position, but would like to eventually have a phased retirement. She has been able to be an advocate for libraries after leaving the profession:

L119: *I have stayed involved in libraries throughout my legal career and am now in a position to shape and define the library roles in my state. I was appointed to our Regional Public Library Board around 1980. I served as Chair of that Board until the early 1990's (when my term ran). During that period I negotiated and drafted two or three new regional library contracts. I served as legal counsel for the next 12 years. I currently serve as Assistant Chair of the Board for my State Library.*

### ***Profile of L186***

Respondent L186 is a 36-year-old married non-white female who also left librarianship to practice law. She graduated in the early-1990s with a Master’s degree in information science. Prior to the LIS program she worked as a middle school teacher for a year. She pursued information science because she liked computers and thought the degree would give her flexible career options.

Her first professional job was as an Instructional Design Librarian in an academic library. This job offered her autonomy and good co-worker relationships, but she wanted a better salary, more challenging and interesting projects, better opportunities for career



development and growth, and a better quality of management. After working there for two years, she left to go to law school.

She is currently a tax attorney for the government and works about 40 hours per week; she has held two positions with the government, making lateral moves. Overall she has been satisfied with her current job; however, she does not believe that she has adequate opportunities with her current employer for skills development, career growth, and promotion. She has also experienced some episodes of discrimination:

L186: *I work in a male dominated field and there is sexism. Many men in my field have wives who do not work and they feel that we should not be working either. I was denied a bonus because I was on maternity leave for 5 months during the year. It did not matter that I had worked on a Supreme Court case that won.*

She reflects on her past and present career decisions, and their financial ramifications:

L186: *I am about to leave the federal government after five years to enter a private firm. My salary will be [twice as much as I'm making now]. I feel that the opportunities and salary I have gotten in [the legal] field were not an option in my IS career because it isn't as valued and it would have required many more hours of upgraded training in all sorts of program languages etc. I spent a lot of time and money earning degrees and the last one I received finally paid off.*

### **A tale of wandering – “Life situations change...”**

Thirty-one percent of the Leaver group describe their job history as “three or more jobs, moving both up and down” – a significantly greater proportion than either the INT-Stay or INT-Retire groups ( $p < .01$ ). This mobility is apparent in the three preceding career stories and the stories that follow; they share a common theme of movement and proactive adaptation to or avoidance of various mismatches. Like a GPS navigation system, changing life and family circumstances signaled potential dead-end roads, detours, and alternative

routes. The two attorneys pursued career paths that they thought would be fulfilling, and they made decisions to improve their career opportunities and salaries by going to law school. One did so after experiencing an earnings mismatch and a variety of work environment mismatches. Unhappy with her public library job, the retail administrative assistant made the transition to a school library, before finding herself moving to a new region of the country. She reflects, “life situations change,” which is a perfect metaphor for the life course perspective on contingent career decision making. A new geographical limitation brought about an earnings mismatch for her, and when she had young children the new job fit her need for a flexible schedule, forestalling a temporal mismatch.

Andrew Abbott (1998) described the careers of librarians as “a tale of wandering,” and many of the career narratives of those who have left the field reflect this metaphor. Describing his career, one respondent wrote, “I was a victim of a series of accidents.” Other respondents use terms such as “fell into,” “evolved away,” “transitional period,” “crossed over,” and “found my calling.” Their language of movement, journey, and destination illustrates the ways in which the career transitions of those who leave are often circuitous and unplanned. Their stories reveal the contingent nature of careers and the interplay of relationships, timing, and chance. The following narratives also show the personal agency exerted by professionals as they maneuver circumstances, make choices, and construct a meaningful career on the way to a destination that is not always what they expected when first starting out.

L21: *After the first, post-LIS degree job, I moved into a special library (economic research and related) in a banking organization. I liked that, but there was no career advancement opportunity. Additionally, the library manager was a great person but with absolutely no business management skills. After a year of cataloging, I decided to go to law school while continuing to work in the library full time.*

*That took four years. After I got my degree and bar admission, I evolved away from the library environment rather quickly because of better job opportunities. Now at the other end of my career, I nevertheless believe and often tell people that the information management skills I got in my LIS program, including experience with old-time mainframe programming, have been as important to my success as anything else I've done -- so much of work is about understanding, evaluating, organizing and effectively using critical information.*

L154: *Before I graduated I realized I had probably made a mistake in pursuing teaching certification, but too late then. When I graduated with LIS degree, I found employment in the school system where I had grown up. I enjoyed working with the books and reading stories to the children, but was weak in other areas and did not receive an offer of tenure. Living with my parents during that employment, when I was let go, I just continued living at home and was available to help when Daddy needed help getting [his business] established. My brother and I were the only employees (unpaid) for a couple of years. After that, I fell into the job of answering the phone and looking after the checkbook, payroll, etc.*

A former academic health sciences librarian noted that her “career has been defined by finding roles that allowed me to make significant, unique contributions while providing time to, at first, child care, and then for a flexible work schedule.” Several of her husband’s job changes required her to take time out of her career, but during this time she translated her experience into volunteer LIS projects and eventual self-employment. Her LIS-related consulting work has resulted in nationally recognized and funded programs.

It is common for respondents to recount how they migrated to new occupations after relocating, getting married or divorced, taking time out of the workforce, or switching jobs to raise their children or help other family members. New jobs in different fields offered flexible schedules, opportunities for creative work, and occasionally, well-timed and

fortuitous events. Unexpected events play a role in shaping the careers of some who have left the field. A former librarian remembers:

L90: *A public library job taken initially to support my undergrad program became a full time position that led to a library career choice. Ten years later, I was denied an advancement without an MLS, and I decided to get one. Right after that, my spouse's career required a move and landed me in an unexpected academic library environment. That timing and my involvement with their integrated library system led me to work with the ILS vendor which I have been doing now for 12 years.*

Another was able to translate a volunteer library job into a paid position as a communications director. Unanticipated changes in the economy and structural changes in governance or policy can redirect career plans. A former public librarian was pushed out of the field and into civil service by no choice of her own:

L20: *I worked in a public library for two years after graduating Library School. At that time I moved to California with my husband. I interviewed for several library jobs but due to Proposition 13<sup>6</sup> each one was cut, one by one. I have not worked in the field since.*

Regardless of the circumstances surrounding their exit from the profession, very few who have left denigrate the value of their previous positions or LIS careers. Most build upon their cumulative and often diverse experience, transferring their skills to new work challenges or entrepreneurial ventures.

## **Entrepreneurship**

Fourteen percent of respondents in the Leavers group are self-employed. Some of their businesses include IT and library consulting, freelance writing, publishing, realty, massage therapy, stock trading, storytelling, and companion care. One full-time writer has

---

<sup>6</sup> Proposition 13 was a 1978 California constitutional amendment that limited taxation of property thereby reducing revenues for local public libraries by 25% (Clark, 1979).

published over 20 books for children and adults. Several successful entrepreneurs cast their career stories in terms of their origins in their LIS work. This is evident in one respondent's assertion that, "I started in an academic library position, identified a potential commercial need in libraries, and filled this need by starting a company." Another business owner wanted to work with children in a public library setting and did so for seven years before becoming an owner of a children's bookstore and three toy stores. A special librarian formed a company that employed other librarians prior to her starting a publishing company; she recalls how this career move accommodated the needs of her homelife and prevented potential earnings, temporal, geographical, and work-family mismatches:

L27: *I started my career in special libraries then got involved in doing strategic market analysis using my research skills. I was an executive for a fortune 500 company then ran my own market research consulting firm for 22 years. I had 5 librarians working for me. We all made very good money, had flexible schedules - although we worked very, very hard. This career allowed me to have time to raise my children and move when my husband's career required it.*

Another special librarian's career path illustrates a progressive transition from librarianship to an entrepreneurial role, then to an entirely different field:

L65: *I worked in corporate librarianship for about 4 years, then worked as a consultant to corporate libraries for about 13 years, and simultaneously developed career in community / public health. I have crossed over completely to public health now.*

### **A return to the fold**

As described in Chapter Four, 23% of those still working libraries have successfully made at least one transition between types of library or archival settings. Some respondents who have left the field describe these types of transitions in their work history prior to leaving. A few Leavers who express an interest in returning to library and archival work have

run into obstacles and disappointment, due to a combination of mismatches and disputes over qualification. The stories below indicate that the field may need to address issues of certification and licensure with respect to lateral moves between different types of librarianship or specialization.

L191: *I finished the LIS program and interned at a public library. I worked as a media coordinator for a year at a school with a very long commute, and kept applying for many academic library and some health science library jobs but with no luck. I was offered a few public library jobs that paid 10-25,000 less than what I earned, and as a single parent, I could not take them....When applying for a media coordinator position for the county I now work for, I was "drafted" to work as a VI teacher- which I have been doing for 7 + years. I kept trying to get a library job but no one takes me seriously. I still dream of working in a library but have found the library establishment very unwelcoming. Previous experience in related areas was not accepted and preparing for all areas by taking coursework in academic, public, and school did not help. I learned a lot while pursuing the MLS degree, but found it impossible to obtain my goal. Besides learning even more about research, the only benefit of earning a MLS has been a discount on my car insurance because I am member of ALA. I still dream of finding a library job, maybe when I retire with reduced benefits from the schools, so that I can finally do what I love most.*

L155: *I pursued a library science degree because I wanted to work in public libraries. However, the year I received a B.S. in Library Science the N.C. State legislature recommended all public librarians in North Carolina have a Master's in Library Science. That made me qualified for school media jobs only. I have tried on numerous occasions to obtain jobs in public libraries in both NC public libraries and universities as a librarian. However, I was told on numerous occasions since my experience was in school libraries I was not qualified because I did not have ALA accredited degree. I long ago gave up my dreams of ever being a public librarian.*

## Words of discontent

Few respondents expressed discontent or frustration with the profession overall, but several convey concerns that could impact recruitment and retention in the field, particularly salaries and advocacy for the value of the profession. Dissatisfaction with pay and the respect afforded librarians is not surprising given the research literature. The following respondents state that they cannot recommend the profession to others. This former librarian reflects on her reasons for leaving and denounces the argument that the feminization of the profession is at the root of salary and status issues:

L179: *I left the field because I feel librarians do not advocate for themselves as do other professionals. (I have loved working in many libraries.) This is peculiar to the field; it is not just because it originated as a woman's profession. I have watched nurses and nursing advocate for that profession in times of both nursing workforce oversupply and shortage. Librarians do not support each other to receive better salaries or greater professional respect or recognition. It is really too bad because librarians are very bright, creative, and hard working. It breaks my heart to hear so many of my colleagues wonder how they will ever be able to retire because they can't afford to retire. Younger people in the field resent older librarians not retiring. They probably do not realize that old librarians (myself included) do not have the capital to retire. Library professional associations advocate for libraries but not for the people who work in them. This needs to change. I never advise young people to enter the profession unless they are interested in the commercial information technology side of library science.*

About one-third of respondents in all groups indicated that they pursued their LIS program because they had a family member or friend who worked in LIS. The negative experiences or opinions of these contacts could certainly dissuade a prospective librarian or archivist from pursuing a career in the field. The following quote is not from someone who

has left the field, but from a librarian who is soon to retire. I have included it because her point is particularly salient given the current economic climate.

ITR4: *When asked if I would choose this career again, my response was no. The reason does not lie in my enjoyment of the job, but the money. I would be able to make substantially more in another field with the same, or less, amount of time and effort. Money was not as important to me as a young person as it is now, when faced with the cost of college, teenage car insurance, property taxes on our family farm that escalate each year because of nearby high-end development, etc. While money in itself has never been important to me, I now see the protection that more money could have provided, and I sincerely wish I had majored in a more lucrative career. I do not recommend library science to anyone I love for this reason. Money may not buy happiness, but it does allow one to live with less worry.*

Her comments are a compelling reminder that current and former practitioners can be the best *and* worst recruiters for the field, and. Her inability to recommend LIS to those she cares about because of the earnings potential is a valid response given the financial constraints faced by many who occupy undercompensated library and archival positions, particularly in recessionary times.

### **Discussion – process and consequences**

In terms of the process of occupational change, the stories of leavers are mostly consistent with the progressive Rhodes/Doering model described in Chapter Two and validated by data in Chapters Four and Five. The data associated with and the stories of most respondents in the Leavers group do not point to career dissatisfaction as the root of occupational turnover. Instead, like those who intend to leave, those who have left indicate that a variety of mismatches, personal or family constraints, and chance opportunities led them to pursue or “fall into” different career paths. Linear pre-planned career decisions are



not the route to a new profession for many in this group, and some venture into entrepreneurship and self-employment as alternatives to the bureaucratic hierarchies and large organizations that are common employers of librarians and archivists.

A good number of those who leave the profession land jobs that are not distinctively different from traditional LIS positions. The current job setting and job title data suggest that 60% (n=128) are still using their LIS skills or are working in closely associated fields such as bookselling, publishing, information technology, or research; 73% cite information services, education, and research as an area of responsibility in their current job. Ninety-one percent are satisfied with their current jobs, and would take the job again if given the chance. The average salary of those who have left are significantly higher than all of the other groups ( $p<.01$ ).

Few studies focus on the aftermath of career change, but the results of this research are consistent with the literature cited at the beginning of this chapter. Most leavers of library and archival professions find fulfillment, contentment, and success in their subsequent professions and worklives. Many comment on the usefulness of their LIS experience in their later careers, and 90% of them are satisfied with their LIS career. Of those who still identify themselves with the LIS field, 97% still “like being a librarian or information professional.” Although 38% claim a professional identity that equates with their current job title, 30% still claim “librarian” as part of their professional identity, and 54% identify themselves as information professionals. While a few expressed dissatisfaction in their current job or an interest in returning to the profession, most are content with their transition from traditional LIS work and the consequences of their career choices. The term “Leaver,” while convenient

in the context of grouping and comparison in this research, is perhaps not the most precise descriptor of those who no longer practice librarianship or archival work.

### **Summary**

The purpose of this chapter was to explore the consequences of occupational change, and to see what happens to leavers during the change process. Descriptive statistics tell us that the average leaver tends to earn more, is 50 years old, is more likely to be self-employed, and has been in the current job about 7 years. What explains their career transitions and determines the outcomes of change? Of those who left their first jobs after the LIS program, more of the Leaver group left to pursue educational opportunities; however, change does not appear to be influenced consistently by educational attainment, as all of the groups average between 2.5 and 2.7 degrees that they have pursued or are actively pursuing. Most who leave the field are not abandoning failed or disappointing LIS jobs and careers.

The rest of the story is more complex, and the career narratives in this chapter present a richer context in which to examine organizational and occupational change. The outcomes of career transitions can be evaluated in terms of numbers, but ultimately the back-stories of careers are more revealing. The text responses provide evidence that career decisions are nearly always made in context – in the context of relationships, family needs, geography, economic imperatives, life stage, the current job environment and the full career history of jobs in a field. Career aspirations play a role, but chance, serendipity, and internal and external constraints are all influential factors in the occupational change decision. Sometimes the change is not the result of an actual *decision* at all, but “a series of accidents,” for better or for worse.

The consequences, or “what happens to those who leave the profession,” are as diverse and as varied as their career patterns. They end up in all industries and types of positions, and many claim that their LIS education and skills are beneficial and played a role in their career paths. While not all transitions end satisfactorily, many indicate that their work has been rewarding, meaningful, lucrative, and a good fit for their life. A follow-up study of the respondents who have told “a tale of wandering” might pick up where they left off, with new paths and interesting detours to different worklives. Predicting their next move is not possible; however, it is possible to test some of the factors associated with organizational and occupational change to see how well they predict turnover intention. The next chapter will use regression analysis to determine which factors are the best predictors of the intent to leave an employer and the intent to leave the profession.

## **Chapter 7 – Predicting Turnover with Regression Analysis**

Throughout this dissertation I have emphasized several concepts that are theorized to influence job and career satisfaction, work-life congruency, and organizational or occupational turnover. I presented research literature that supports the notion that a mismatch between a worker's personal and career needs and his job environment negatively impacts his levels of satisfaction and his willingness to remain in a job or profession. I used the following frameworks to suggest the processual, contextual nature of the career change process: the life course perspective which highlights the role of relationship, timing, and the overall context of career decisions, Kalleberg's categorizations of the varieties of the mismatched worker, and the Rhodes/Doering Integrated Career Change Model which focuses on a process – a person's perceptions of his correspondence with his work environment, the organization, and growth opportunities influence satisfaction and turnover intentions, but situational and contextual factors also influence his evaluation of the feasibility of change and constrain or facilitate actual change behaviors.

In the descriptive, exploratory analyses presented in Chapters Four, Five, and Six I argue that the quantitative and qualitative data associated with WILIS 1 respondents are consistent with the idea that workers leave or intend to leave jobs and professions to proactively avoid or resolve one or more mismatches, to respond to a lack of correspondence between their worklives and their personal goals or needs, or to capitalize on unexpected

opportunities that arise and present the possibility of improved correspondence or fit in the context of their lives at that time.

### **Overview of the analyses**

In this chapter, I present the results of two multivariate regression analyses that were conducted to determine whether particular personal and work-related variables can predict organizational and occupational turnover intention. The *dependent variables* for the analyses come from two survey questions and represent the intention to leave the organization and the intention to leave the profession. One survey question asked the respondents about their intention to leave their current employer in the next year and the other asked them whether they would still be in the field in three years. Actual turnover behaviors cannot be tested with this data.

The *independent variables* include a variety of sets of individual and work environment factors that are tested in multivariate models to assess their differential impact on organizational and occupational turnover intention: demographic characteristics, LIS program affiliation, work setting of current job, tenure and mobility within current organization, compensation and benefits, terms of work status, professional identity and role of current job, job quality, job satisfaction, and career satisfaction. For the occupational turnover analysis, the intent to leave the organization is also included as an independent variable.

My rationale for the inclusion of particular independent variables is based on the literature reviewed previously on job and career satisfaction and turnover intention. Job quality, compensation, and satisfaction are hypothesized to be significant influences on turnover intention. Areas of variability among the four groups – INT-Stay, INT-Leave, INT-

Retire, and Leaver – are also represented in the models; however, consideration was taken to ensure that these factors are also representative of the influences on job dissatisfaction and turnover indicated by the theoretical framework of mismatch and contextuality of career decisions. In the life course perspective, linked lives are often the critical factor influencing work choices; therefore, marital status was an important variable to include. Four statuses – single, divorced/separated, widowed, and married – were tested in the analyses, but because there were no significant findings, these statuses were recoded to “unmarried” and “married,” resulting in a more parsimonious model.

The type of analysis chosen to test the multivariate models is binary logistic regression. This method is particularly useful and flexible for predicting group membership or a certain outcome because “it has no assumptions about the distributions of the predictor variables... and the predictor variables can be any mix of continuous, discrete, and dichotomous variables.... Logistic regression emphasizes the probability of a particular outcome for each case” (Tabachnick & Fidell, 2007). It cannot be overstated that prediction only implies association, and not causation.

## **Predicting organizational turnover**

### ***Method***

A binary logistic regression analysis using SPSS 15.0 was conducted to evaluate how well groups of selected variables predict organizational turnover, or the likelihood that a respondent plans to leave her organization. While the entire data subset includes 1,646 respondents, the sample used for the regression analysis consists of all respondents in the INT-Stay, INT-Leave, and INT-Retire groups for whom there was no missing data on the 37 variables being tested, n=809. Of the cases with missing data, 57% had only one missing

value, and an additional 28% had only two or three missing values. ANOVA and Chi-square tests were conducted to determine whether any differences existed between the group with complete data and the group of cases with missing data. There were no significant differences between the groups on any of the variables used for the regression analysis; given this fact and the adequate sample size, data imputation was not deemed necessary for this analysis.

The dependent variable was ORG-INTENT – the intention to leave the current employer in the next year. ORG-INTENT was dichotomized into two categories – likely to leave and unlikely to leave. Using a nested model approach, 10 sets of independent variables were added to cumulatively create larger, more comprehensive models in order to assess the incremental effects of the variables on organizational turnover. The sets of variables were grouped to thematically represent theoretical constructs which are associated with turnover intention as well as areas of variability among the respondents.

### ***Model development – independent variables***

All categorical variables were dichotomized and reference categories were created. Each set of variables was added sequentially to the previous ones.

#### ***Model 1: Demographic characteristics***

**Age**

**Race** – African-American, Asian (White/Other/Unspecified – reference category)

**Sex**

**Marital status** – unmarried (single, divorced/separated, widowed) (married – reference category)

**Has children** – Yes/No

**Household depends on paycheck** –Yes/No

#### ***Model 2: Variables in Model 1 plus LIS program affiliation***

**Program** – ASU, ECU, NCCU, UNCG (UNC – reference category)

*Model 3: Variables in Models 1 and 2 plus Work setting of current job*

**Work setting** – public library, school library, special library/archive, non-library (academic library – reference category)

*Model 4: Variables in Models 1-3 plus Tenure and mobility within current organization*

**Duration of current job** (length of time in job)

**Number of positions held within organization**

*Model 5: Variables in Models 1-4 plus Compensation*

**Salary**

**Flexible hours** –Yes/No

**Flexible workspace** –Yes/No

**Health insurance from employer** –Yes/No

*Model 6: Variables in Models 1-5 plus Terms of work*

**Status** – part-time/full-time

**Supervisory role** – Yes/No

*Model 7: Variables in Models 1-6 plus Professional identity and role of current job*

**Identity** – information professional, both librarian and information professional, neither (librarian – reference category)

**Job is part of a career** – Yes/No

**Job is something to do** – Yes/No

**Job is a way to make money** – Yes/No

**Job is a way to get benefits** – Yes/No

*Model 8: Variables in Models 1-7 plus Job quality*

**Workload** (scale,  $\alpha=.88$ )

**Autonomy** (scale,  $\alpha=.76$ )

**Co-worker support/relationships** (scale,  $\alpha=.86$ )

**Career opportunities** (scale,  $\alpha=.78$ )

*Model 9: Variables in Models 1-8 plus Job satisfaction*

**Job satisfaction** (scale,  $\alpha=.90$ )

*Model 10: Variables in Models 1-9 plus Career satisfaction*

**Career satisfaction** (scale,  $\alpha=.90$ )

All of the aforementioned variables and scale items are described in detail in Appendices A and B. The level of collinearity among the independent variables was assessed using variance inflation factor diagnostics, and no variables were excluded because of



collinearity (all VIF<2.0 except for work setting (2<VIF<3.4), which was included because of the level of variability and the implications of a positive association for the management literature and educational planning in LIS.

### ***Results***

Descriptive statistics are presented in Table 24. On average, respondents are 48.3 years of age and have been in their current jobs for seven years. Ninety-six percent work full-time and 70% supervise others on the job. More than half are working in school or academic libraries, and the rest are fairly evenly distributed across public and special libraries/archives or non-library organizations. The mean scores on various job quality scales range from 7.0 – 9.6, with respondents generally reporting moderately high levels of job autonomy and satisfaction, and opportunities for career development, with lower levels of coworker support and cohesion.

Ten models were analyzed by sequentially adding the sets of variables into the regression equation, and Table 25 presents the results. As seen in Models 8, 9, and 10, the significant predictors of organizational turnover intention are job satisfaction, relationships with co-workers, and the perception of career opportunities offered by the current job. Lower scores on each of those scales are positively associated with the intent to leave the current organization in the next year. Other significant predictors include higher salary (Models 7-10) and the view of the current job as *not* being part of a career (Model 7) and *not* a way to get benefits (Models 9-10).

Variables that are not associated with organizational turnover intention include most demographic characteristics, LIS program affiliation, work setting of current job, tenure and

mobility within current organization, terms of work status, professional identity and career satisfaction.

The fact that career satisfaction and professional identity are not determinants of organizational turnover is not surprising given the career narratives of those who intend to leave the profession; most were satisfied with LIS as a career and identified themselves as a librarian or information professional, but were unhappy with aspects of their current situation or interested in a change in venue for using their LIS skills.

It is interesting that part-time status, supervisory role, flexible scheduling, and workload are not significant predictors because of the influence these variables have on job satisfaction. The research literature and the career stories suggest that scheduling mismatches, inability to advance in the organization, and overwork and related stress lead to job dissatisfaction and turnover intention, but these relationships are not borne out in this analysis. The meaning of the association between increases in salary and organizational turnover is ambiguous; perhaps those who are earning more are also more willing to move to different organizations to increase their salary or to see out opportunities for advancement, and that their greater earnings are a reflection of this pattern. Those who are planning to retire from their organizations within one year are included in this analysis; longevity in an organization and a career is usually associated with greater earnings, and this association may be another explanation for the significance of increased salary in the analysis.

**Table 24. Descriptive statistics for sample used in regression analyses (n=809).**

|  |                            | PERCENT | MEAN, SD                     | SCALE RANGE |
|--|----------------------------|---------|------------------------------|-------------|
| <b>Demographic characteristics</b>                                   |                            |         |                              |             |
|  | Age                        |         | 48.3, <i>sd 10.1</i>         |             |
| Race   | African-American           | 6%      |                              |             |
|  | Asian                      | 1%      |                              |             |
|  | White/Other/Unspecified    | 93%     |                              |             |
| Sex  | Male                       | 21%     |                              |             |
|  | Female                     | 79%     |                              |             |
| Marital status   | Unmarried                  | 31%     |                              |             |
|  | Married                    | 69%     |                              |             |
| Has children   | No                         | 44%     |                              |             |
|  | Yes                        | 56%     |                              |             |
| Household depends on pay   | No                         | 49%     |                              |             |
|  | Yes                        | 51%     |                              |             |
| <b>LIS program affiliation</b>                                       |                            |         |                              |             |
|  | ASU                        | 2%      |                              |             |
|  | ECU                        | 5%      |                              |             |
|  | UNCG                       | 20%     |                              |             |
|  | NCCU                       | 14%     |                              |             |
|  | UNC                        | 59%     |                              |             |
| <b>Work setting of current job</b>                                   |                            |         |                              |             |
|  | Public library             | 23%     |                              |             |
|  | School library             | 13%     |                              |             |
|  | Special lib/arch           | 18%     |                              |             |
|  | Non-library                | 11%     |                              |             |
|  | Academic library           | 35%     |                              |             |
| <b>Tenure and mobility in current organization</b>                   |                            |         |                              |             |
|  | Length of time in job      |         | 7.0 years, <i>sd 7.1</i>     |             |
|  | Number of positions in org |         | 1.9, <i>sd 1.4</i>           |             |
| <b>Compensation</b>  |                            |         |                              |             |
|  | Salary                     |         | \$58,353, <i>sd \$24,220</i> |             |
| Health insurance   | No                         | 30%     |                              |             |
|  | Yes                        | 70%     |                              |             |
| Flexible hours   | No                         | 48%     |                              |             |
|  | Yes                        | 52%     |                              |             |
| Flexible workspace   | No                         | 67%     |                              |             |
|  | Yes                        | 33%     |                              |             |
| <b>Terms of work</b>   |                            |         |                              |             |
| Full-time  | No                         | 5%      |                              |             |
|  | Yes                        | 96%     |                              |             |
| Supervisory role   | No                         | 30%     |                              |             |
|  | Yes                        | 70%     |                              |             |
| <b>Professional identity/role of current job</b>                     |                            |         |                              |             |
| <i>Personal identity:</i><br>Information professional<br><i>only</i> | No                         | 92%     |                              |             |
|  | Yes                        | 8%      |                              |             |
| Information professional<br><i>and</i> librarian                     | No                         | 63%     |                              |             |
|  | Yes                        | 37%     |                              |             |
| <i>Neither</i> information pro<br><i>nor</i> librarian               | No                         | 97%     |                              |             |
|  | Yes                        | 3%      |                              |             |
| Librarian <i>only</i>  | No                         | 49%     |                              |             |
|  | Yes                        | 51%     |                              |             |

|   |   |     |                     |      |
|---|---|-----|---------------------|------|
| <i>View of job:</i><br>Part of a career | No  | 2%  |                     |      |
|   | Yes   | 98% |                     |      |
| Something to do                         | No  | 47% |                     |      |
|   | Yes   | 53% |                     |      |
| A way to make money                     | No  | 4%  |                     |      |
|   | Yes   | 96% |                     |      |
| A way to get benefits                   | No  | 9%  |                     |      |
|   | Yes   | 91% |                     |      |
| <b>Job quality</b>                      |   |     |                     |      |
|   | Career opportunities scale ( $\alpha=.78$ ) |     | 9.1, <i>sd 1.8</i>  | 3-12 |
|   | Workload scale ( $\alpha=.88$ )             |     | 8.3, <i>sd 2.3</i>  | 3-12 |
|   | Autonomy scale ( $\alpha=.76$ )             |     | 9.9, <i>sd 1.6</i>  | 3-12 |
|   | Co-workers scale ( $\alpha=.86$ )           |     | 7.0, <i>sd 1.4</i>  | 2-8  |
| <b>Job satisfaction</b>                 |   |     |                     |      |
|   | Job satisfaction scale ( $\alpha=.90$ )     |     | 9.6, <i>sd 1.8</i>  | 3-12 |
| <b>Career satisfaction</b>              |   |     |                     |      |
|   | Career satisfaction scale ( $\alpha=.90$ )  |     | 13.3, <i>sd 2.3</i> | 4-16 |

**Table 25. Assessing the relative impact of individual and organizational factors on organizational turnover (n=809).**

| Estimate (standard error) Exp(B)                   |                                     | MODEL 1                      | MODEL 2                      | MODEL 3                      | MODEL 4                      | MODEL 5                      | MODEL 6                      | MODEL 7                      | MODEL 8                      | MODEL 9                      | MODEL 10                     |
|--|-------------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| <b>intercept</b>                                   |                                     | -1.531<br>(.490)             | -1.491<br>(.504)             | -1.441<br>(.518)             | -1.531<br>(.536)             | -1.498<br>(.561)             | -1.610<br>(.580)             | .043<br>(.927)               | 4.578<br>(1.266)             | 5.656<br>(1.324)             | 5.876<br>(1.353)             |
| <b>Demographic characteristics</b>                 |                                     |                              |                              |                              |                              |                              |                              |                              |                              |                              |                              |
|  | Age                                 | .005<br>(.009)<br>1.808      | .006<br>(.009)<br>1.006      | .006<br>(.009)<br>1.006      | .015<br>(.010)<br>1.015      | .012<br>(.011)<br>1.012      | .012<br>(.011)<br>1.012      | .010<br>(.011)<br>1.010      | .000<br>(.012)<br>1.000      | .003<br>(.012)<br>1.003      | .003<br>(.012)<br>1.003      |
| Race   | African-American                    | .592<br>(.338)<br>1.808      | .496<br>(.372)<br>1.643      | .445<br>(.373)<br>1.421      | .447<br>(.375)<br>1.564      | .435<br>(.382)<br>1.545      | .449<br>(.383)<br>1.566      | .441<br>(.388)<br>1.555      | .368<br>(.412)<br>1.445      | .459<br>(.418)<br>1.582      | .444<br>(.418)<br>1.559      |
|  | Asian                               | -20.018<br>(12646.9)<br>.000 | -20.065<br>(12639.8)<br>.000 | -20.017<br>(12632.7)<br>.000 | -20.120<br>(12608.1)<br>.000 | -20.186<br>(12473.2)<br>.000 | -20.190<br>(12463.7)<br>.000 | -20.298<br>(12468.1)<br>.000 | -20.091<br>(12332.9)<br>.000 | -20.141<br>(12180.8)<br>.000 | -20.111<br>(12228.9)<br>.000 |
| Sex  | Male                                | .393<br>(.198)<br>1.481      | .366<br>(.199)<br>1.442      | .362<br>(.202)<br>1.436      | .359<br>(.203)<br>1.432      | .413<br>(.214)<br>1.511      | .417<br>(.215)<br>1.518      | .363<br>(.219)<br>1.438      | .345<br>(.230)<br>1.412      | .194<br>(.238)<br>1.214      | .184<br>(.238)<br>1.139      |
| Marital status                                     | Unmarried                           | .171<br>(.232)<br>1.187      | .193<br>(.233)<br>1.213      | .198<br>(.234)<br>1.219      | .207<br>(.235)<br>1.230      | .263<br>(.238)<br>1.301      | .259<br>(.239)<br>1.295      | .270<br>(.242)<br>1.310      | .091<br>(.261)<br>1.096      | .143<br>(.268)<br>1.153      | .130<br>(.268)<br>1.139      |
| Has children                                       | No                                  | .020<br>(.197)<br>1.020      | -.007<br>(.199)<br>1.442     | -.016<br>(.200)<br>.984      | -.007<br>(.200)<br>.993      | -.053<br>(.204)<br>.948      | -.015<br>(.206)<br>.985      | -.015<br>(.210)<br>.950      | -.051<br>(.223)<br>.886      | -.121<br>(.228)<br>.886      | -.121<br>(.228)<br>.886      |
| Household depends on pay                           | No                                  | -.212<br>(.203)<br>.809      | -.246<br>(.205)<br>.782      | -.245<br>(.207)<br>.783      | -.268<br>(.208)<br>.765      | -.244<br>(.213)<br>.783      | -.253<br>(.214)<br>.776      | -.221<br>(.217)<br>.802      | -.223<br>(.230)<br>.800      | -.243<br>(.235)<br>.784      | -.236<br>(.236)<br>.790      |
| <b>LIS program affiliation</b>                     |                                     |                              |                              |                              |                              |                              |                              |                              |                              |                              |                              |
|  | ASU                                 |                              | -1.652<br>(1.038)<br>.192    | -1.656<br>(1.042)<br>.191    | -1.722<br>(1.044)<br>.179    | -1.662<br>(1.048)<br>.190    | -1.647<br>(1.050)<br>.193    | -1.629<br>(1.053)<br>.196    | -1.455<br>(1.069)<br>233     | -1.307<br>(1.081)<br>271     | -1.327<br>(1.085)<br>.265    |
|  | ECU                                 |                              | -.344<br>(.438)<br>.709      | -.328<br>(.459)<br>.720      | -.382<br>(.460)<br>.682      | -.398<br>(.465)<br>.672      | -.357<br>(.467)<br>.700      | -.366<br>(.471)<br>.694      | -.187<br>(.495)<br>.829      | -.154<br>(.501)<br>.857      | -.154<br>(.502)<br>.857      |
|  | UNCG                                |                              | -.063<br>(.221)<br>.939      | -.012<br>(.225)<br>.988      | -.057<br>(.227)<br>.945      | -.020<br>(.235)<br>.981      | .012<br>(.237)<br>1.012      | .027<br>(.242)<br>1.027      | .130<br>(.254)<br>1.139      | .274<br>(.259)<br>1.316      | .277<br>(.260)<br>1.320      |
|  | NCCU                                |                              | .089<br>(.265)<br>1.094      | .138<br>(.268)<br>1.148      | .062<br>(.272)<br>1.064      | .045<br>(.281)<br>1.046      | .077<br>(.282)<br>1.080      | .053<br>(.287)<br>1.055      | .127<br>(.307)<br>1.135      | .073<br>(.319)<br>1.076      | .098<br>(.321)<br>1.103      |
| <b>Work setting of current job</b>                 |                                     |                              |                              |                              |                              |                              |                              |                              |                              |                              |                              |
|  | Public library                      |                              |                              | -.384<br>(.242)<br>.681      | -.358<br>(.243)<br>.699      | -.481<br>(.249)<br>.618      | -.489<br>(.250)<br>.613      | -.464<br>(.255)<br>.629      | -.353<br>(.266)<br>.703      | -.386<br>(.285)<br>.680      | -.391<br>(.276)<br>.676      |
|  | School library                      |                              |                              | -.029<br>(.305)<br>.972      | -.037<br>(.307)<br>.964      | -.285<br>(.320)<br>.752      | -.276<br>(.321)<br>.759      | -.221<br>(.325)<br>.802      | -.417<br>(.346)<br>.659      | -.302<br>(.353)<br>.740      | -.263<br>(.356)<br>.769      |
|  | Special lib/archive                 |                              |                              | .036<br>(.241)<br>1.036      | .053<br>(.243)<br>1.064      | .163<br>(.251)<br>1.177      | .182<br>(.253)<br>1.200      | .200<br>(.259)<br>1.221      | .121<br>(.276)<br>1.128      | .156<br>(.283)<br>1.169      | .156<br>(.283)<br>1.168      |
|  | Non-library                         |                              |                              | .138<br>(.278)<br>1.149      | .104<br>(.280)<br>1.109      | .140<br>(.298)<br>1.150      | .117<br>(.302)<br>1.124      | .150<br>(.327)<br>1.162      | .074<br>(.349)<br>1.077      | .208<br>(.353)<br>1.232      | .224<br>(.353)<br>1.250      |
| <b>Tenure and mobility in current organization</b> |                                     |                              |                              |                              |                              |                              |                              |                              |                              |                              |                              |
|  | Length of time in job               |                              |                              |                              | -.024<br>(.014)<br>.977      | -.022<br>(.015)<br>.979      | -.023<br>(.015)<br>.978      | -.022<br>(.015)<br>.978      | -.025<br>(.016)<br>.975      | -.024<br>(.016)<br>.976      | -.023<br>(.016)<br>.977      |
|  | Number of positions in organization |                              |                              |                              | -.079<br>(.064)<br>.924      | -.071<br>(.065)<br>.931      | -.072<br>(.065)<br>.930      | -.059<br>(.065)<br>.943      | -.074<br>(.068)<br>.929      | -.066<br>(.069)<br>.937      | -.064<br>(.069)<br>.938      |
| <b>Compensation</b>                                |                                     |                              |                              |                              |                              |                              |                              |                              |                              |                              |                              |
|  | Salary                              |                              |                              |                              |                              | .005<br>(.004)<br>1.005      | .007<br>(.004)<br>1.007      | .009*<br>(.004)<br>1.009     | .015**<br>(.005)<br>1.015    | .015**<br>(.005)<br>1.016    | .015**<br>(.005)<br>1.016    |
| Health insurance                                   | No                                  |                              |                              |                              |                              | .561<br>(.290)<br>1.753      | .341<br>(.320)<br>1.406      | .199<br>(.347)<br>1.220      | .098<br>(.379)<br>1.103      | .063<br>(.386)<br>1.066      | .050<br>(.388)<br>1.051      |
| Flexible hours                                     | Yes                                 |                              |                              |                              |                              | -.264<br>(.211)<br>.768      | -.292<br>(.213)<br>.747      | -.306<br>(.216)<br>.736      | -.054<br>(.232)<br>.947      | -.019<br>(.239)<br>.981      | -.009<br>(.239)<br>.991      |
| Flexible work-space                                | Yes                                 |                              |                              |                              |                              | -.420<br>(.234)<br>.657      | -.450<br>(.236)<br>.637      | -.395<br>(.240)<br>.674      | -.331<br>(.253)<br>.718      | -.432<br>(.262)<br>.649      | -.435<br>(.262)<br>.647      |

| Terms of work                             |                               |         |         |         |         |         |                         |                                  |                                 |                                  |                                  |
|---|-------------------------------|---------|---------|---------|---------|---------|-------------------------|----------------------------------|---------------------------------|----------------------------------|----------------------------------|
| Full-time                                 | No                            |         |         |         |         |         | .783<br>(.434)<br>2.189 | -.439<br>(.486)<br>1.551         | .469<br>(.533)<br>1.598         | .416<br>(.559)<br>1.516          | .430<br>(.561)<br>1.537          |
| Supervisory role                          | No                            |         |         |         |         |         | -.041<br>(.205)<br>.960 | -.094<br>(.212)<br>.911          | -.136<br>(.232)<br>.873         | -.148<br>(.238)<br>.863          | -.167<br>(.239)<br>.847          |
| Professional identity/role of current job |                               |         |         |         |         |         |                         |                                  |                                 |                                  |                                  |
|   | Information professional      |         |         |         |         |         |                         | -.348<br>(.376)<br>.706          | -.564<br>(.406)<br>.569         | -.544<br>(.409)<br>.580          | -.545<br>(.408)<br>.580          |
|   | Info. pro. & librarian        |         |         |         |         |         |                         | .113<br>(.195)<br>1.119          | -.007<br>(.206)<br>1.007        | -.065<br>(.212)<br>.937          | -.057<br>(.212)<br>.944          |
|   | Neither info pro or librarian |         |         |         |         |         |                         | .146<br>(.472)<br>1.157          | .029<br>(.500)<br>1.029         | -.038<br>(.505)<br>.963          | -.063<br>(.506)<br>.939          |
|   | Part of a career              |         |         |         |         |         |                         | <b>-1.355*</b><br>(.583)<br>.258 | -1.004<br>(.638)<br>.366        | -.783<br>(.623)<br>.457          | -.776<br>(.624)<br>.460          |
|   | Something to do               |         |         |         |         |         |                         | .366<br>(.186)<br>1.442          | .298<br>(.197)<br>1.347         | .323<br>(.202)<br>1.381          | .323<br>(.202)<br>1.381          |
|   | Way to make money             |         |         |         |         |         |                         | .035<br>(.498)<br>1.035          | -.072<br>(.534)<br>.931         | .008<br>(.547)<br>1.008          | -.018<br>(.549)<br>.982          |
|   | Way to get benefits           |         |         |         |         |         |                         | -.710<br>(.403)<br>.491          | -.848<br>(.435)<br>.428         | <b>-1.071*</b><br>(.449)<br>.343 | <b>-1.081*</b><br>(.450)<br>.339 |
| Job quality                               |                               |         |         |         |         |         |                         |                                  |                                 |                                  |                                  |
|   | Career opportunities          |         |         |         |         |         |                         |                                  | <b>-275**</b><br>(.067)<br>.760 | <b>-154*</b><br>(.072)<br>.857   | <b>-148*</b><br>(.073)<br>.862   |
|   | Workload                      |         |         |         |         |         |                         |                                  | .023<br>(.042)<br>1.024         | -.029<br>(.044)<br>.971          | -.026<br>(.044)<br>.975          |
|   | Autonomy                      |         |         |         |         |         |                         |                                  | -.021<br>(.075)<br>.980         | .058<br>(.078)<br>1.060          | .062<br>(.078)<br>1.064          |
|   | Co-workers                    |         |         |         |         |         |                         |                                  | <b>-289**</b><br>(.070)<br>.749 | <b>-191**</b><br>(.074)<br>.826  | <b>-190*</b><br>(.074)<br>.827   |
| Job satisfaction                          |                               |         |         |         |         |         |                         |                                  |                                 |                                  |                                  |
|   | Job satisfaction scale        |         |         |         |         |         |                         |                                  |                                 | <b>-373**</b><br>(.072)<br>.689  | <b>-354**</b><br>(.076)<br>.702  |
| Career satisfaction                       |                               |         |         |         |         |         |                         |                                  |                                 |                                  |                                  |
|   | Career satisfaction scale     |         |         |         |         |         |                         |                                  |                                 |                                  | -.040<br>(.050)<br>.961          |
| <b>-2 Log likelihood</b>                  |                               | 856.673 | 851.777 | 847.748 | 843.559 | 832.589 | 829.396                 | 815.665                          | 745.951                         | 716.311                          | 715.666                          |

\*p<.05, \*\*p<.01

## **Predicting occupational turnover**

### ***Method***

A binary logistic regression analysis using SPSS 15.0 was conducted to evaluate how well the same groups of selected factors and organizational turnover intention predict occupational turnover, or the likelihood that a respondent plans to leave the field in the next three years. The sample consists of all respondents in the INT-Stay, INT-Leave, and INT-Retire groups for whom there was no missing data on the 38 variables being tested, n=809. As in the previous analysis, data imputation was not deemed necessary because the sample size was adequate, and there were no significant differences between the sample and the unused cases with missing data.

The dependent variable was OCC-INTENT – the intention to leave the LIS field in the next three years. OCC-INTENT was a dichotomous variable, with choices being “yes” and “no.” The same sets of independent variables plus ORG-INTENT were added sequentially to the regression analysis to build 11 prediction models of occupational turnover. Incremental effects of the factors on occupational turnover could then be assessed.

### ***Results***

Descriptive statistics do not vary from the previous analysis except for the addition of the variable for organizational turnover intention; 23% are likely to leave their organizations in the next year. Eleven models were analyzed by sequentially adding the sets of variables into the regression equation, and Table 26 presents the results. The most compelling changes between models occur between Models 10 and 11. In Model 10, the career satisfaction variable is added; a decrease in career satisfaction is a significant predictor of occupational turnover intention, along with job satisfaction, salary, flexible workspace, length of time in

current job, and age. In Model 11 when controlling for job satisfaction, salary, and flexible workspace, organizational intention is a significant predictor, along with career satisfaction, length of employment, and age.

Model 10 indicates that older age, longer tenure on the job, less flexibility in location of work, and lower levels of job and career satisfaction are associated with the intention to leave the field in the next three years. In models 5 through 9, lower dependence of the household on the LIS professional's paycheck is a significant predictor, and in models 8 and 9 increased salary is an additional predictor of occupational turnover. These results are not surprising given that the survey question did not specify whether the respondent intended to leave the field for a particular reason, such as to pursue another profession or *retire*. A separate question parsed out the reason for the intention to leave.

Librarians who are nearing retirement age have been at their current jobs for a longer period of time. They may have had time to accumulate retirement savings and pay off large debts such as mortgages and or a child's college education, and may no longer be dependent on their paycheck for financial survival. Those who intend to leave the field within the next three years for reasons of retirement would also be leaving their organizations; it makes sense that 52% of those who intend to retire within three years are also planning to leave their current employer within the next year, and this relationship is clear in Model 11.

It is important to also consider these significant findings in relation to those who intend to leave the profession for reasons other than retirement. The intention to leave the organization is also a significant predictor of occupational turnover intention; the progressive withdrawal from an occupation via organizational changes may be related to this finding.



Decreased job and career satisfaction would be also consistent with occupational turnover intention, and if the worker's household is not dependent on her paycheck, this financial freedom may facilitate a planned exit. It is somewhat surprising that the variables for workload, autonomy, co-worker relationships, and career opportunities are not significant predictors because of their relationship to satisfaction and turnover intention in the research literature.

## **Discussion**

Although several of the hypothesized variables do not appear to influence organizational or occupational turnover intention in these two regression analyses, a few important factors associated with person-environment fit surface as significant predictors. In the first analysis, job satisfaction, relationships with co-workers, salary, and career opportunities offered by the current job are determinants of organizational turnover; each of these variables is consistent with the notion of correspondence that is central to job satisfaction and remaining with an employer. According to previous research and the results of this research, when the worker experiences conflict with co-workers or supervisors or feels that the employer does not support advancement in her career, her job satisfaction decreases and she leaves or considers leaving the position. In three of the models, two significant employee perceptions associated with turnover intention are notable: the view of the current job as *not* being part of a career and *not* a way to get benefits. These two attitudes may be keys to eventual turnover because the first conveys a loosening of commitment to the job and the second may reflect a financial independence from this particular job that could facilitate transition to another.

In the second analysis, the tenth model shows that as age and job tenure increase, intention to leave the field within the next three years increases. This finding makes sense when thinking about workers who are nearing retirement, who may also be more financially able to leave full-time employment. Job and career satisfaction are also significant predictors, but their significance is not only related to the respondents in the sample who are planning to retire but also to those who are planning to leave the profession for other reasons.

Of those who plan to retire in the next three years, 12% are not satisfied with what they do on their job and 14% would not take the job they now have if they could go back and “decide all over again.” In terms of career satisfaction, only 5% are dissatisfied with LIS as a career and 18% would not choose the career if they “had it to do all over again.” In contrast, of those who are planning to leave the profession for other reasons, 38% are dissatisfied with their jobs and 41% would not choose them again; 41% are dissatisfied with LIS as a career and 52% would not choose the career again. The members of the INT-Stay and Leaver groups are significantly more satisfied with their current jobs and their LIS careers overall in comparison, only 8% of these groups are dissatisfied with their jobs and 13% would not choose them again; 5% are dissatisfied with an LIS career and 11% would not choose it again.<sup>7</sup>

In Model 11 when the organizational intention variable is introduced, job satisfaction loses significance as a predictor, but career satisfaction, length of employment, and age remain as significant predictors. The reason for the career satisfaction determinant is evident from the statistics on the INT-Leave group, but it is vital to note that a majority of members of this group are satisfied with an LIS career overall, and only half would not choose an LIS career if they could change their career path. Statistically, career dissatisfaction is central to

---

<sup>7</sup> These statistics correspond only to the cases used for the regression analyses with no missing data, n=809.

occupational turnover intentions; however, career satisfaction appears to be strong even among many of those WILIS 1 respondents who intend to leave for other fields. In the concluding chapter, I will explore some of the possible reasons for this apparent contradiction.

**Table 26. Assessing the relative impact of individual and organizational factors on occupational turnover (n=809).**

| Estimate (standard error) Exp(B)                   |                            | MODEL 1                   | MODEL 2                     | MODEL 3                     | MODEL 4                     | MODEL 5                     | MODEL 6                     | MODEL 7                     | MODEL 8                     | MODEL 9                     | MODEL 10                    | MODEL 11                    |
|--|----------------------------|---------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <b>intercept</b>                                   |                            | -5.979<br>(.792)          | -5.724<br>(.802)            | -5.767<br>(.817)            | -5.412<br>(.837)            | -5.187<br>(.858)            | -5.570<br>(.879)            | -4.612<br>(1.249)           | -3.485<br>(1.521)           | -2.809<br>(1.539)           | -1.544<br>(1.600)           | -5.194<br>(1.798)           |
| <b>Demographic characteristics</b>                 |                            |                           |                             |                             |                             |                             |                             |                             |                             |                             |                             |                             |
|  | Age                        | .083**<br>(.014)<br>1.086 | .081**<br>(.014)<br>1.085   | .081**<br>(.014)<br>1.085   | .069**<br>(.015)<br>1.071   | .065**<br>(.016)<br>1.068   | .066**<br>(.016)<br>1.069   | .063**<br>(.016)<br>1.065   | .059**<br>(.016)<br>1.061   | .064**<br>(.016)<br>1.066   | .065**<br>(.017)<br>1.067   | .066**<br>(.017)<br>1.068   |
| Race   | African-American           | -.091<br>(.556)<br>.913   | .078<br>(.594)<br>1.081     | .079<br>(.595)<br>1.082     | -.010<br>(.603)<br>.990     | -.079<br>(.607)<br>.924     | -.093<br>(.616)<br>.912     | -.096<br>(.624)<br>.909     | -.156<br>(.630)<br>.855     | -.162<br>(.641)<br>.855     | -.327<br>(.686)<br>.721     | -.557<br>(.715)<br>.573     |
|  | Asian                      | .752<br>(1.144)<br>2.122  | .749<br>(1.128)<br>2.115    | .783<br>(1.131)<br>2.188    | .915<br>(1.120)<br>2.497    | .834<br>(1.146)<br>2.301    | .907<br>(1.145)<br>2.476    | .766<br>(1.147)<br>2.150    | .840<br>(1.164)<br>2.316    | .923<br>(1.178)<br>2.517    | 1.197<br>(1.162)<br>3.311   | 2.112<br>(1.161)<br>8.266   |
| Sex  | Male                       | .035<br>(.269)<br>1.035   | -.018<br>(.272)<br>.982     | -.003<br>(.276)<br>.997     | -.025<br>(.279)<br>.975     | -.032<br>(.296)<br>.969     | -.104<br>(.301)<br>.901     | -.158<br>(.306)<br>.854     | -.189<br>(.310)<br>.828     | -.381<br>(.321)<br>.683     | -.440<br>(.323)<br>.644     | -.470<br>(.350)<br>.625     |
| Marital status                                     | Unmarried                  | .199<br>(.317)<br>1.220   | .225<br>(.319)<br>1.252     | .221<br>(.321)<br>1.247     | .225<br>(.325)<br>1.252     | .317<br>(.331)<br>1.372     | .278<br>(.331)<br>1.320     | .298<br>(.335)<br>1.348     | .246<br>(.341)<br>1.279     | .250<br>(.347)<br>1.284     | .135<br>(.352)<br>1.145     | .222<br>(.374)<br>1.248     |
| Has children                                       | No                         | -.033<br>(.253)<br>1.034  | -.027<br>(.256)<br>.973     | -.023<br>(.258)<br>.997     | -.023<br>(.260)<br>.977     | -.126<br>(.266)<br>.882     | -.170<br>(.269)<br>.844     | -.175<br>(.275)<br>.840     | -.192<br>(.277)<br>.825     | -.246<br>(.280)<br>.782     | -.246<br>(.284)<br>.782     | -.288<br>(.306)<br>.750     |
| Household depends on pay                           | No                         | -.550*<br>(.275)<br>.577  | -.574*<br>(.279)<br>.564    | -.560*<br>(.280)<br>.571    | -.555<br>(.285)<br>.574     | -.668*<br>(.294)<br>.513    | -.609*<br>(.294)<br>.544    | -.627*<br>(.298)<br>.534    | -.656*<br>(.302)<br>.519    | -.659*<br>(.307)<br>.518    | -.592<br>(.309)<br>.553     | -.643<br>(.329)<br>.526     |
| <b>LIS program affiliation</b>                     |                            |                           |                             |                             |                             |                             |                             |                             |                             |                             |                             |                             |
|  | ASU                        |                           | -19.761<br>(9313.2)<br>.000 | -19.776<br>(9327.9)<br>.000 | -19.807<br>(9218.0)<br>.000 | -19.868<br>(9169.4)<br>.000 | -19.907<br>(9121.6)<br>.000 | -19.859<br>(9066.2)<br>.000 | -19.903<br>(8946.8)<br>.000 | -19.853<br>(8700.4)<br>.000 | -20.221<br>(8246.8)<br>.000 | -19.701<br>(8327.6)<br>.000 |
|  | ECU                        |                           | .174<br>(.439)<br>1.191     | .135<br>(.464)<br>1.144     | .197<br>(.469)<br>1.218     | .058<br>(.477)<br>1.060     | .149<br>(.485)<br>1.161     | .180<br>(.491)<br>1.197     | .207<br>(.495)<br>1.230     | .296<br>(.507)<br>1.344     | .354<br>(.521)<br>1.424     | .460<br>(.561)<br>1.583     |
|  | UNCG                       |                           | -.377<br>(.307)<br>.686     | -.385<br>(.312)<br>.680     | -.264<br>(.317)<br>.768     | -.274<br>(.328)<br>.760     | -.207<br>(.330)<br>.813     | -.148<br>(.336)<br>.863     | -.128<br>(.339)<br>.880     | .074<br>(.345)<br>1.077     | .103<br>(.349)<br>1.108     | -.054<br>(.375)<br>.947     |
|  | NCCU                       |                           | -.404<br>(.379)<br>.667     | -.414<br>(.384)<br>.661     | -.265<br>(.389)<br>.768     | -.317<br>(.397)<br>.728     | -.255<br>(.400)<br>.775     | -.239<br>(.402)<br>.787     | -.202<br>(.406)<br>.817     | -.202<br>(.417)<br>.817     | -.015<br>(.427)<br>.986     | -.163<br>(.463)<br>.849     |
| <b>Work setting of current job</b>                 |                            |                           |                             |                             |                             |                             |                             |                             |                             |                             |                             |                             |
|  | Public library             |                           |                             | .029<br>(.303)<br>1.029     | .015<br>(.305)<br>1.015     | -.124<br>(.313)<br>.883     | -.063<br>(.317)<br>.939     | -.029<br>(.321)<br>.971     | .015<br>(.324)<br>1.016     | .023<br>(.329)<br>1.024     | .032<br>(.336)<br>1.033     | -.108<br>(.363)<br>1.114    |
|  | School library             |                           |                             | .120<br>(.378)<br>1.128     | .031<br>(.387)<br>1.031     | -.213<br>(.403)<br>.808     | -.201<br>(.407)<br>.818     | -.197<br>(.413)<br>.821     | -.248<br>(.416)<br>.821     | -.179<br>(.423)<br>.836     | .061<br>(.435)<br>1.063     | .055<br>(.469)<br>1.056     |
|  | Special lib/archiv         |                           |                             | -.001<br>(.332)<br>.999     | -.089<br>(.337)<br>.915     | .010<br>(.345)<br>1.010     | -.033<br>(.347)<br>.968     | .003<br>(.355)<br>1.003     | .016<br>(.359)<br>.984      | .063<br>(.364)<br>1.065     | .056<br>(.367)<br>1.057     | -.074<br>(.391)<br>.929     |
|  | Non-library                |                           |                             | .141<br>(.358)<br>1.152     | .219<br>(.361)<br>1.245     | .401<br>(.386)<br>1.494     | .296<br>(.392)<br>1.344     | .379<br>(.426)<br>1.460     | .336<br>(.431)<br>1.399     | .439<br>(.435)<br>1.551     | .537<br>(.437)<br>1.711     | .420<br>(.474)<br>1.521     |
| <b>Tenure and mobility in current organization</b> |                            |                           |                             |                             |                             |                             |                             |                             |                             |                             |                             |                             |
|  | Length of time in job      |                           |                             |                             | .036*<br>(.015)<br>1.037    | .037*<br>(.015)<br>.983     | .037*<br>(.015)<br>1.038    | .038*<br>(.016)<br>1.039    | -.040*<br>(.016)<br>1.041   | .044**<br>(.016)<br>1.045   | .053**<br>(.017)<br>1.054   | .066**<br>(.019)<br>1.069   |
|  | Number of positions in org |                           |                             |                             | -.026<br>(.077)<br>.974     | -.017<br>(.078)<br>.983     | -.006<br>(.077)<br>.994     | .000<br>(.077)<br>1.000     | -.011<br>(.078)<br>.989     | -.005<br>(.080)<br>.995     | .011<br>(.081)<br>1.012     | .028<br>(.085)<br>1.028     |
| <b>Compensation</b>                                |                            |                           |                             |                             |                             |                             |                             |                             |                             |                             |                             |                             |
| Health insurance                                   | Salary                     |                           |                             |                             |                             | .006<br>(.005)<br>1.006     | .009<br>(.005)<br>1.009     | .010<br>(.005)<br>1.010     | .011*<br>(.005)<br>1.011    | .012*<br>(.006)<br>1.012    | .013<br>(.006)<br>1.013     | .008<br>(.006)<br>1.008     |
|  | No                         |                           |                             |                             |                             | -.126<br>(.400)<br>.882     | -.291<br>(.428)<br>.748     | -.200<br>(.447)<br>.819     | -.243<br>(.454)<br>.784     | -.284<br>(.462)<br>.752     | -.390<br>(.475)<br>.677     | -.435<br>(.502)<br>.647     |
| Flexible hours                                     | Yes                        |                           |                             |                             |                             | -.275<br>(.275)<br>.760     | -.298<br>(.278)<br>.742     | -.293<br>(.280)<br>.746     | -.227<br>(.284)<br>.797     | -.222<br>(.289)<br>.801     | -.140<br>(.296)<br>.870     | -.132<br>(.318)<br>.876     |
|  | Yes                        |                           |                             |                             |                             | -.656*<br>(.314)<br>.519    | -.638*<br>(.317)<br>.528    | -.591<br>(.321)<br>.554     | -.543<br>(.324)<br>.581     | -.666*<br>(.334)<br>.514    | -.658*<br>(.336)<br>.518    | -.581<br>(.361)<br>.559     |



## **Chapter 8 – Conclusion**

This dissertation investigated occupational turnover in the library and archival professions in order to better understand the reasons why librarians and archivists leave or want to leave, and to discover the career outcomes of those who leave. Using data from the WILIS 1 retrospective career survey of LIS graduates, I analyzed quantitative and textual responses to compare the careers of librarians who stay in the field with those who leave to pursue other professions. Themes related to career patterns, work values, work mismatches, turnover, and outcomes of career transitions were identified. Binary logistic regression analysis with nested models was employed to identify the variables most strongly associated with turnover intention in the field.

One objective of this study was to contribute to the research literature that may help administrators of information agencies and LIS educators as they conduct workforce planning in the coming decade of increased retirements. The career profiles and narrative excerpts voiced the career challenges, needs, preferences, and aspirations of a wide variety of current and former LIS professionals. Their perspectives will be of interest to administrators who are concerned with the retention and job satisfaction of the professionals in their organizations, and who would like to facilitate the return of retirees and leavers to the LIS workforce.

This chapter summarizes the main findings of the study as well as its limitations. I discuss the contributions of the dissertation to the LIS research literature, and offer a

summary of the directions that future research might take in LIS workforce studies. Finally, I conclude with a summary of the issues that will face library and archive administrators, and offer my perspective on the implications of the findings for LIS workforce planning.

### **Summary of findings**

The primary results of this study are:

1. Occupational turnover rates for this sample are low. Only 13% have left the profession, and only 2% indicate that they will leave the field within three years for reasons other than retirement.
2. Most respondents – in and out of the field – are satisfied with their LIS work and career. Sixty-two percent of those who have left *still* identify themselves as librarians and/or information professionals in their current occupations. The job and career satisfaction findings are consistent with recent librarian satisfaction surveys.
3. According to the career narratives, professionals leave jobs and the field primarily for reasons relating to a lack of fit or a mismatch between themselves and some aspect of a specific job or series of jobs. Reasons are consistent with prior research in librarianship and other fields; dissatisfaction with particular aspects of the profession mirror concerns expressed in the LIS literature.
  - a. Lack of flexible scheduling and part-time work is a recurring theme. Overwork is also an issue for some LIS professionals.
  - b. Twenty-three percent of those currently working in libraries and archives have been able to successfully move between types of library or archival environments. Many of those who have left the field also indicate that they have successfully crossed this boundary, even multiple times. For some, however, barriers sometimes make moving to a different type of library or LIS specialty, or re-entering the profession difficult. Respondents see obstacles originating from the potential employer who discounts their skills and experience, or they believe that they have a skills deficit that cannot be overcome readily.
  - c. Salaries are not commensurate with the education and effort required by the profession.

- d. Politics, bureaucracy, poor management and supervision, and a lack of professional respect lead to dissatisfactory LIS work environments. Good relationships with co-workers, supervisors, and other administrators are important to job satisfaction.
  - e. A lack of administrative, leadership, career development, and advancement opportunities drive employees out of organizations and occupations.
  - f. Many LIS organizations and employers do not proactively encourage or enable work-life-family balance, or are unable to respond to employee requests for balance.
4. Members of the Leaver and INT-Leave groups have diverse and dynamic career histories with multiple jobs and careers, sometimes characterized by entrepreneurial ventures.
  5. Career transitions are often the result of geographical mismatches or conflicting work and family responsibilities. Career decisions are contingent upon negotiating these conflicts and making compromises that can lead to occupational turnover. Relocation for a spouse's career and taking on family caregiving responsibilities are two common examples. In a new geographic area, jobs in the career field may be unavailable or not within commuting distance. New caregiving responsibilities do not always require a complete exit from the workforce, however flexible scheduling or job sharing alternatives in LIS do not emerge from the career narratives or work histories.
  6. Occupational change results from careful planning as well as from chance occurrences.
  7. Binary logistic regression analyses confirm that the hypothesized predictors that emerged from the survey data and career narratives – job satisfaction, availability of career development opportunities, relationships with fellow employees and supervisors, and salary influence organizational turnover intention. Occupational turnover intention is predicted by job and career satisfaction as well as organizational turnover intentions. The intention to leave for reasons of retirement may explain the appearance of increased age and job tenure as significant predictors, as well as reduced household dependence on the worker's paycheck.



## **Discussion**

One of the most surprising results of this research was the rate of turnover and turnover intention. Only 2% of the respondents in the subset of data used for this dissertation (n=1,646) intend to leave the profession for reasons other than retirement, and only 13% have left the profession for other occupations. Among graduates of North Carolina LIS programs who began their careers in libraries and archives and are currently working, turnover does not appear to be a big problem, and at the time of the survey only 6% of respondents planned to retire between 2007 and 2010. Given the economic downturn and recession of 2008-2009, some of these retirements and planned exits from the profession may have been delayed.

These figures suggest that in terms of turnover and retention the current state of the professional workforce could be somewhat stable. While these results cannot be generalized to the population of librarians and archivists in the United States, the fact that the graduates of North Carolina LIS programs are working throughout the United States and internationally increases the likelihood that the findings may be applicable beyond North Carolina to the larger LIS workforce. Closer estimation and tracking of turnover and of actual retirements is warranted as the field moves into the coming decade and a large proportion of the LIS workforce continues to move closer to the age of retirement eligibility.

In spite of these low turnover intention figures, this research has identified essential details about the process of organizational and occupational change and the reasons behind career change decisions. The components of job and career satisfaction for LIS professionals have been described and prove to be central to turnover; however, an unexpected finding is the fact that while career satisfaction is a statistically significant predictor of occupational turnover, most who intend to leave or have left the profession were satisfied with LIS as a

career and enjoyed being a librarian or information professional. Career dissatisfaction plays a role in a few cases, but most LIS professionals are not leaving libraries and archives because of unhappiness with the field overall; instead it appears that many transition to other fields where they can capitalize on their LIS training, skills, and experience, or get away from a poor work environment. Other fields offer more money, greater flexibility, and new challenges, or simply provide a better overall fit with the needs of the professional and his family.

The framework of the life course perspective, the Rhodes/Doering model of career change, and Kalleberg's conception of the mismatched worker have been integral touchstones for analyzing the rich data collected by the WILIS 1 survey – pinpointing the determinants of turnover, contextualizing and interpreting the career patterns of respondents, evaluating the consequences of leaving the librarianship and archival work, and appreciating the complexity of the career decision-making process.

Earlier in this dissertation I included several quotes from the sociologist Glen Elder, a pioneer of the life course perspective. His words bear repeating given my research findings:

No principle of life course study is more central than the notion of interdependent lives. Human lives are typically embedded in social relationships with kin and friends across the life span....

Within the constraints of their world, competent people are planful and make choices among alternatives that form and can recast their life course (Elder, 1994, p. 6).

The interplay of personal goals, relationships, circumstance, and work environments present the professional librarian or archivist with conflicting desires, needs, demands, and opportunities. In the context of this conflict, when work no longer corresponds to her needs, she must negotiate, prioritize, plan, and react. Leaving an employer or occupation is one solution that may restore the sense of correspondence that was lost.

The use of a mixed methods approach that used the textual responses and career narratives of respondents allowed for analysis of the subtle mitigating influences that support or proscribe career transitions. I was able to mine these responses for the individual's perspective on rationale, roles and responsibilities, and the difficulty or ease of the transition. Holstein and Gubrium (2007) nicely convey the ways in which the language of respondents maps to the interpretive language of the life course perspective:

The vocabulary of the life course perspective is used not only by sociologists, but by the layperson who is reflecting on her life, because the social worlds that we construct are familiar in the sense that they are assembled in terms of well-known, culturally shared commonsense categories and ideas. While they are themselves socially constructed, the categories and ideas take on lives of their own as interpretive resources to be used to construct situated meaning.... Life courses, careers, or histories are thus both retrospective constructions and constructions-for-the-moment. They are always subject to reconstruction depending on what might happen next.... [the] interpretive utility [of the life course] is temporally and experientially situated. Its use is always conditioned by here-and-now circumstances of interpretation, even as it addresses the past and future (pp. 344-346).

The interpretation of quantitative data and the testing of regression models to predict turnover intention have been valuable tools in this research, but the study has benefited from examining the context of the working life and the *meaning* of these types of transitions to the people that experience them. Marshall (1978-79) has advocated an interpretive approach to the study of the life course, and notes that “control over our biographies is sought through the creative re-construction of the past through reminiscence” (p. 353).

Is a change of occupation a fundamentally meaningful transition in the working life course? This question is best answered by looking at the transition as one part of a life story – the change itself might be considered to be a defining moment in terms of personal fulfillment and the formation of key relationships, serving as a benchmark in the meaning-

making process of reflection; alternatively, it might be viewed as an interesting, but inconsequential detour on the road of life. Ultimately, the person who makes the career change is the best judge of the outcome.

### **Limitations**

There are several limitations to this research. The WILIS 1 survey was designed to look at overall career patterns of LIS graduates from different programs over a 40 year period, so data were not collected on *all* jobs held, but only on those that fell into specific categories of interest (job before and after LIS program, current or previous job, longest held, and highest achieving), many of which overlapped. Leavers were not asked specifically why they left the field, so the available data on this topic was limited to the overall career narratives contributed by respondents.

Unlike a semi-structured interview in which additional questions can be asked for clarification of responses, the qualitative text entries were limited to the respondents' initial interpretation of the wording of the question and their willingness to elaborate at that time; therefore, the extent of the qualitative responses varied in detail and topical relevance. Narratives and lengthy text responses were not contributed by all respondents, and while a response bias may exist that over-represents people who feel strongly about the field or are comfortable being confessional, I did not identify any specific evidence to conclude that those who wrote more were qualitatively different from those who did not.

The WILIS project was designed to be able to get a broad overview of many issues related to the LIS workforce; job and career satisfaction and turnover are just one small part of the survey. The regression analysis in this study was planned after the survey was fielded and data collected. The results may have been more compelling if I not just used the

variables that were available, but had included specific scales and reliable measures used in other systematic studies that focus on turnover alone. Additionally, in a follow-up interview or survey of those who have left or intend to leave I might have identified unusual factors that influence turnover intention and facilitate or prohibit turnover behaviors.

In the interest of focusing the research, this study was limited to those respondents who began their post-LIS program careers in libraries and archives and who are currently working. Other groups of interest could shed some light on career-building and decision-making from a different perspective. First, those who are not currently working may have compelling reasons for having left the LIS workforce; long-term career plans and difficulties to reentering the labor force, whether in LIS or another field, might have been identified. Second, it would have been interesting to describe and compare the career patterns of LIS graduates who never worked in a library or archival environment with those who left the profession. Third, the category of LIS retirees who have returned to the workforce post-retirement could have provided data on the interest in and extent of a return to LIS employment, the occupations currently being pursued, and this group's use of its LIS skills in the current job.

### **Contribution**

In spite of its limitations, this study adds to the efforts to understand organizational and occupational turnover in the LIS field. The large dataset allowed for the comparison of the careers of current *and* former librarians and archivists, and captured the career narratives of a large number of LIS graduates at all stages of life and career. The unique contributions of this dissertation are its descriptive comparisons of leavers with librarians who stayed in the profession, and its presentation of the key sources of dissatisfaction in the profession through

the voices of the respondents. This study described the reasons for leaving the field at a level of detail that has not been possible with smaller samples. The most distinctive contribution of this study to LIS research is its presentation of the career patterns and outcomes of professionals who have left the field – a group about which little was known and that has been infrequently surveyed. The use of the life course perspective in interpreting career transitions illustrates the usefulness of adopting sociological frameworks and methodologies in LIS research.

### **Future research**

The WILIS 1 dataset contains over 1,700 variables and over 2,600 cases, offering the researcher a multitude of potential analyses related to recruitment, retirement, retention, and other LIS workforce issues. Future research related to turnover and retention might include:

- Follow-up interviews with those who intend to leave for reasons of retirement or to pursue other professions to see if their intentions held true, particularly with the recent economic uncertainty.
- Follow-up interviews using the life course perspective with respondents who have left to better understand the career decision making process and its consequences in context.
- Replication of the analyses in this dissertation using data from the respondents who retired from LIS or other professions or those who are currently unemployed.
- Examination of the jobs currently held by retirees who have returned to the workforce, and the extent to which they have returned to library or archival employment.
- Analysis of the relationship between job satisfaction and detailed job responsibilities and specializations.
- Analysis of careers of respondents who are currently seeking work and their levels of LIS career satisfaction.

A longitudinal study of LIS students through their LIS careers would be the ideal way to investigate the prediction of turnover intention and actual turnover, as well as progression and career commitment. Segments of the LIS workforce, such as catalog or reference librarians, might also be studied to determine the best retention strategies for different work environments and types of information work. Ultimately, more detailed statistical models of the particular factors in LIS associated with job satisfaction, career satisfaction, and turnover intention should be developed and tested; this is an area that has been infrequently explored in LIS research.

### **Conclusion: implications for workforce planning in information agencies**

The backdrop and impetus for this study was the potential shortage of librarians given forecasted retirements over the next decade. Using 2000 census data, Lynch et al. (2002) predict that library retirements will “peak...between 2015 and 2019... the ten-year period beginning in 2010 will see 45 percent of today’s librarians reach age 65” (p. 2). *The Future of Human Resources in Canadian Libraries* study (2005) estimates that 39% of librarians in Canada will retire by 2014. *The Future of Librarianship in Colorado* project (Steffen & Lietzau, 2005) found that while 66% of the population in Colorado is between the ages of 18 and 44, only 36% of librarians are in this age group. Seventeen percent of the 571 credentialed librarians surveyed planned to retire by 2008, and half of the school librarians planned to retire in the near future. Steffen et al. (2004) point to the lost knowledge and leadership of these potential retirees: 87% have more than 10 years of experience and 72% have a supervisory role.

A mass exodus of library and archival professionals would have devastating effects on all types of libraries, archives, and the profession in general. Depending on the age

demographics of personnel and the size of the organization, the loss of senior staff could impair operations, service, morale, and the development of junior professionals.

Organizations are at risk for losing specialized or tacit knowledge as well as institutional memory; the profession at large may lose leadership in its associations, advisory boards, and research community (Lance, Russell, & Lietzau, 2004).

I argued in the first chapter that any strategy for addressing worker shortages in LIS would not rely solely on replacing retirees with new graduates, but would also concentrate on retaining librarians and archivists at all stages of their careers. This investigation into the extent and process of turnover in the profession and the reasons behind it was intended to add to the literature that could ultimately inform retention strategies and LIS program planning. The perspectives of current and former LIS professionals are crucial to understanding the determinants of turnover in LIS, as well as its consequences, so that the field can target common work environment issues that impact job and career satisfaction and eventual turnover. While the extent of turnover does not appear to be problematic for the field at present, the sudden departure of librarians and archivists could be very problematic for organizations that have large numbers of potential retirees in the near future. Many prospective leavers of the profession will not be dissuaded from leaving, but this research has pointed to several areas that might be remedied by the organization for some who experience them, including earnings, temporal, and work-family mismatches.

LIS educators and administrators of libraries and archives play a role in reducing turnover. LIS educators could actively work to meet the demand for LIS workers with particular areas of expertise by developing curricular and continuing education options that augment the skills of librarians and archivists who need them for promotion and placement



into the vacancies left by retirees. Administrators could accommodate more flexible scheduling, create family-friendly policies, facilitate re-entry to the profession, and retain early- and mid-career professionals by grooming them for future leadership and managerial roles. The Ad Hoc Task Force on Recruitment & Retention Issues (2002) in academic libraries argues that retention of younger workers alone is not sufficient; they need to be “mentored, coached, and developed for future leadership roles in the academic library community” (p. 16). Libraries and archives should strive to improve salaries, benefits, and work environments, create flexible positions and interesting projects, focus on developing and mentoring early-career professionals with novel and diverse methods, and encourage lateral and upward mobility in their organizations – all areas of contention for leavers and those who intend to leave.

Another expanding group that may experience work mismatch includes workers nearing or past retirement age. By creating phased retirement plans or flexible scheduling, administrators may be able to ease staffing shortages, forestall retirements, and create mentoring programs for younger “successors.” Succession planning is a systematic effort to project future leadership requirements, identify leadership candidates, and develop those candidates through deliberate learning experiences (Ritchie, 2007, p. 26), and can promote a smooth transition through this time of increased retirements; thus, a strategy that includes improving conditions for older workers may also have a positive influence on retention of younger workers considering turnover. Reengaging with retired former librarians and archivists could have a similar effect and improve the experience of returning workers. In the words of one respondent:

*In my later career, now I wish there was a way that libraries could use retired librarians in other than menial part-time work, recognizing they have a lot to offer to library patrons. ~ L8*

Administrators conducting workforce and succession planning have numerous resources to draw from, particularly in the area of retention. While salaries and funding may be limited, mentoring programs, participatory management, improved communication, and other internal changes are in the control of the administration, and efforts in these areas may prevent someone from leaving the organization or the profession. Organizations will need to support creative initiatives to keep older professionals in the workforce longer or lure them back on flexible and rewarding terms, as well as to retain the promising younger professionals who will ultimately replace them.

## Appendix A – Selected WILIS Survey Questions

The WILIS survey consisted of 17 sections containing 326 questions and nearly 1,700 variables. This appendix includes the text of the selected survey questions that were used for analysis in this dissertation. Section and question numbers have been retained, but skip logic is not included.

A1 What is the name of your LIS degree(s)? (e.g., BLS, MLS, MSLS, MLIS, MSIS, MAEd, PhD) [OPEN-END RESPONSE]

A6a-h Please tell us how much the following affected your decision to enter an LIS program:

- 1 Not at all
- 2 A little
- 3 A moderate amount
- 4 A lot

- A6a Guidance counselor in high school
- A6b Family member or friend worked in LIS
- A6c A friend or family recommended LIS
- A6d Always wanted to be a librarian
- A6e It seemed like a good fit for my interests
- A6f Like working with computers
- A6g Like working with people
- A6h Wanted a job where I could make a difference
- A6i Recruited by LIS program
- A6j. Worked as an assistant in a library or information center
- A6k. Volunteered in a library or information setting

A7a-g Please tell us how much the following factors motivated you to enter an LIS program

- 1 Not at all
- 2 A little
- 3 A moderate amount
- 4 A lot

- A7a Length of training
- A7b Flexible education options for working adults
- A7c Availability of jobs
- A7d Salary
- A7e Benefits

A7f Flexible career options

A7g An LIS career fits with my family responsibilities

A8 Are there any other factors that motivated you to enter an LIS program?

1 Yes

2 No

A8a Please list them [OPEN-END RESPONSE]

A9 What was your preferred type of workplace when you entered the program?

1 Public library

2 College and university library

3 School library

4 Corporate library

5 Law library

6 Health sciences library

7 Other special library, please specify [OPEN END RESPONSE]

8 Archives or records management

9 Non-library workplace, please specify [OPEN END RESPONSE]

10 No preferred workplace

A10 In order to get a sense of your entire career, we are interested in the nature and timing of all your formal undergraduate and graduate education. How many total degrees have you pursued and/or are currently pursuing? Please include your previously mentioned LIS degree(s).

A11INTRO Please start by thinking about your MOST RECENT degree. Please provide the following details about this degree. [question repeats according to the number of degrees pursued]

A11a What was your major area of study for this degree? [OPEN END RESPONSE]

A11b What type of degree was/is it?

1 Associate Degree

2 Bachelor in LIS

3 Bachelor of Arts

4 Bachelor of Science

5 Masters in library science and/or information science

6 Master of Arts

7 Master of Science

8 PhD in LIS

9 PhD in other field

10 Professional degree, please specify [OPEN END RESPONSE]

11 Other degree, please specify [OPEN END RESPONSE]

A11c What year did you start this degree? (Please provide 4 digit year)

A11d Please provide the current status of this degree.

- 1 Graduated (Please provide 4 digit year)
- 2 Still actively pursuing this degree
- 3 Did not finish

Now we would like to ask you a few questions about yourself.

A17 In what year were you born?

A18 Are you Spanish/Hispanic/Latino?

- 1 No, Not Spanish/Hispanic/Latino
- 2 Yes, Mexican, Mexican American, Chicano
- 3 Yes, Puerto Rican
- 4 Yes, Cuban
- 5 Yes, Other Spanish/Hispanic/Latino

A19 Mark one or more races to indicate what you consider yourself to be: (Select all that apply)

- 1 White
- 2 Black, African American
- 3 American Indian or Alaska Native
- 4 Asian Indian
- 5 Japanese
- 6 Native Hawaiian
- 7 Chinese
- 8 Korean
- 9 Guamanian or Chamorro
- 10 Filipino
- 11 Vietnamese
- 12 Samoan
- 13 Other Pacific Islander
- 14 Other race, please specify [OPEN END RESPONSE]

A20 What is your sex?

- 1 Male
- 2 Female

A21 What is your current relationship-status?

- 1 Single (never married)
- 2 Married or living with a partner
- 3 Divorced/Separated
- 4 Widowed

A22 Roughly, what is the total yearly income before taxes of your immediate family? This includes: your income, the wages of everyone else in the family who works, and income from any other sources.

- 1 \$0 - \$19,999
- 2 \$20,000 - \$29,999
- 3 \$30,000 - \$39,999
- 4 \$40,000 - \$49,999
- 5 \$50,000 - \$59,999
- 6 \$60,000 - \$69,999
- 7 \$70,000 - \$79,999
- 8 \$80,000 - \$99,999
- 9 \$100,000 - \$149,999
- 10 \$150,000 or more

A23 Are you a U.S. citizen?

- 1 Yes
- 2 No

A25 We would like to have your email address so we can update our study records in order to send you survey reminders and results. (Study records will be destroyed after analysis.) Also, if you wish, we can inform your program of your current email address so you can receive news and updates from your school. (Select all that apply)

Would you like to...

- 1 Update my study record
- 2 Update my school record
- 3 Not interested in providing my email

A25a Please provide your email address below.

In order to understand LIS careers, we need information about your work history including paid jobs, periods of unemployment and periods in which you were not working for pay or seeking work.

We are asking about certain jobs in your career that will help us characterize your work history. Please be sure to fill out the job title section as we will be using that to ask you additional questions. A job refers to a specific set of duties, performed for a specific employer (full or part time). It is possible to have a series of two or more different jobs with the same employer.

INTRO\_B-TEXT. If you were going to provide someone with a brief overview of your career over time, including both LIS and Non-LIS positions, what would you tell them?

[OPEN END RESPONSE]

B1 Did you work for pay immediately BEFORE ENTERING YOUR LIS PROGRAM? (Please consider your highest earned LIS degree when answering this question)

- 1 Yes
- 2 No

B2 What was the title of the job you held BEFORE ENTERING YOUR LIS PROGRAM? (Please consider your Masters in LIS when answering this question. If you do not have a Masters in LIS, please consider your highest earned LIS degree. (If you had more than one job held concurrently immediately before your LIS education, list the job in which you made 50% or more of your individual income at that time.) [OPEN END RESPONSE]

B3 In what year did you start that job?

B4 In what year did you end that job?

B5 Did you work for pay AFTER RECEIVING your LIS degree? (Please consider your Masters in LIS when answering this question. If you do not have a Masters in LIS, please consider your highest earned LIS degree.)

- 1 Yes
- 2 No

B6 What was the title of your FIRST JOB AFTER receiving your LIS degree? (Please consider your Masters in LIS when answering this question. If you do not have a Masters in LIS, please consider your highest earned LIS. (If you had more than one job held concurrently immediately AFTER-your LIS education, list the job in which you made 50% or more of your individual income at that time.

B7 In what year did you start that job?

B8 In what year did you end that job?

B9 Which of the following best describes your CURRENT employment status?

- 1 Employed
- 2 Not working for pay but seeking work
- 3 Not working for pay and **NOT** seeking work
- 4 Retired, not working for pay
- 5 Retired, but working for pay

B9a Do you consider yourself to have left the LIS field?

- 1 Yes
- 2 No

B10a. What is the title of your CURRENT job? If you have more than one CURRENT job, list the job in which you make 50% or more of your individual INCOME.

B23a Do you currently consider yourself to be:

- 1 A librarian
- 2 An information professional
- 3 Neither
- 4 Both

B23b If neither, what do you consider yourself to be? [OPEN END RESPONSE]

Now, we are going to ask you about the following jobs that you listed in the workforce history. We will be focusing most closely on your current job if you are currently working for pay.

JOB BEFORE LIS PROGRAM:

C1 Which of the following best describes this job? This job was a position...

- 1 In a library or information center using LIS skills/knowledge
- 2 In a library or information center NOT using LIS skills/knowledge
- 3 In a non-library or non-information center setting using LIS skills/knowledge
- 4 In a non-library or non-information center setting NOT using LIS skills/knowledge
- 5 Self-employed
- 6 Other, please specify [OPEN END RESPONSE]

C1a. Which of the following best describes the TYPE OF LIBRARY OR INFORMATION CENTER you worked in:

1. School library, media center
2. Public library
3. College/university library



4. Community college/technical institute library
5. Consortium
6. Health/medical library
7. Law library
8. Corporate library
9. Federal, state or local government library
10. Other special library
11. Other, (please specify)

We would like you to think about the job you held IMMEDIATELY AFTER your LIS degree that you described earlier.

**JOB AFTER LIS PROGRAM:**

D1 Which of the following best describes this job? This job was a position...

- 1 In a library or information center using LIS skills/knowledge
- 2 In a library or information center NOT using LIS skills/knowledge
- 3 In a non-library or non-information center setting using LIS skills/knowledge
- 4 In a non-library or non-information center setting NOT using LIS skills/knowledge
- 5 Self-employed
- 6 Other, please specify [OPEN END RESPONSE]

D1a. Which of the following best describes the TYPE OF LIBRARY OR INFORMATION CENTER you worked in:

- 1 School library/media center
- 2 Public library
- 3 College/university library
- 4 Community college/technical institute library
- 5 Consortium
- 6 Health/medical library
- 7 Law library
- 8 Corporate library
- 9 Federal, state or local government library
- 10 Other special library
- 11 Other, please specify

D2a When you held this job, did you consider yourself to be?

- 1 A librarian
- 2 An information professional
- 3 Neither
- 4 Both

D2b What did you consider yourself to be? [OPEN END RESPONSE]

D3 Were you paid with a yearly or hourly wage?

- 1 Yearly
- 2 Hourly
- 3 Other

D3B Please tell us your wage and the time period for the work?

D4 What was your approximate ending salary (before any deductions)? ) (Please include commissions and overtime in your salary.)

PER YEAR:

D5 What was your approximate ending hourly wage (before any deductions)?

PER HOUR:

D7 How many hours did you work each week in this position?

D8 Were you considered a full-time employee?

- 1 Yes
- 2 No

D9 Did you supervise (manage) other people in this job?

- 1 Yes
- 2 No

Please indicate the extent to which you agree or disagree with the following statements.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

D10a I had a lot of say about what happened on my job.

D10b I had too much work to do everything well.

D10c I decided when I took breaks.

D10d I never seemed to have enough time to get everything done on my job.

D11 How hard was it to take time off during your work to take care of personal or family matters?

- 1 Very hard
- 2 Somewhat hard
- 3 Not too hard

4 Not at all hard

D12 Overall, how much control would you say you had in scheduling your work hours?

- 1 Complete control
- 2 A lot of control
- 3 Some control
- 4 Very little control
- 5 No control

Please indicate the extent to which you agree or disagree with the following statements.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree
- 5 Usually work alone

D13a I felt I was really a part of the group of people I worked with.

D13b I had the support from co-workers that I needed to do a good job.

How important was each of the following in influencing you to leave this job?

- 1 Not a reason
- 2 Minor reason
- 3 Major reason

D14a Better salary

D14b Better benefits

D14c Better working hours

D14d Better working environment

D14e Better opportunities for career development or growth

D14f More challenging or interesting projects

D14g The opportunity to use leading edge technology

D14h Seeking better quality of management

D14i. Completed my LIS degree

D14j Wanted to use my LIS skills

How important was each of the following in influencing you to leave this job?

- 1 Not a reason
- 2 Minor reason
- 3 Major reason

D15a Leaving self employment

D15b Downsizing or company closing

- D15c Lay-off
- D15d Going back to school, education
- D15e Moving to another location
- D15f Immigration to the U.S.
- D15g Leaving temporary/contractual work
- D15h Becoming a parent/caregiver
- D15i Retiring
- D15j Promotion in workplace

D16 Was there any other factor that had a major influence on leaving your previous job?

- 1 Yes
- 2 No

D17 What was this other factor? [OPEN END RESPONSE]

**CURRENT JOB**

F1 Which of the following best describes this job? (check only one).

This job is a position...

- 1 In a library or information center using LIS skills/knowledge
- 2 In a library or information center NOT using LIS skills/knowledge
- 3 In a non-library or non-information center setting using LIS skills/knowledge
- 4 In a non-library or non-information center setting NOT using LIS skills/knowledge
- 5 Self-employed
- 6 Other, please specify [OPEN END RESPONSE]

F1a. Which of the following best describes the TYPE OF LIBRARY OR INFORMATION CENTER you work in:

- 1 School library/media center
- 2 Public library
- 3 College/university library
- 4 Community college/technical institute library
- 5 Consortium
- 6 Health/medical library
- 7 Law library
- 8 Corporate library
- 9 Federal, state or local government
- 10 Other, special library
- 11 Other, please specify

F4 Are you paid with a yearly or hourly wage?

- 1 Yearly
- 2 Hourly
- 3 Other

F4B Please tell us your wage and the time period for the work?

F5 What is your salary (before any deductions)? ) (Please include commissions and overtime in your salary.)

PER YEAR:

F6 What is your approximate ending hourly wage (before any deductions)?

PER HOUR:

F7 How many hours do you work in a typical week in this position?

F8 Are you considered a full-time employee?

- 1 Yes
- 2 No

F9 Do you supervise (manage) other people in this job?

- 1 Yes
- 2 No

Please indicate the extent to which you agree or disagree with the following statements.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

F10a I have a lot of say about what happens on my job.

F10b I have too much work to do everything well.

F10c I decide when I take breaks.

F10d I never seem to have enough time to get everything done on my job.

F11 How hard is it to take time off during your work to take care of personal or family matters?

- 1 Very hard
- 2 Somewhat hard

- 3 Not too hard
- 4 Not at all hard

F12 Overall, how much control would you say you have in scheduling your work hours?

- 1 Complete control
- 2 A lot of control
- 3 Some control
- 4 Very little control
- 5 No control

Please indicate the extent to which you agree or disagree with the following statements.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree
- 5 Usually work alone

F13 I feel I am really a part of the group of people I work with.

F14 I have the support from co-workers that I need to do a good job.

F16. Please read each of the broad areas of information and library science listed below. Indicate which areas you have responsibilities within at your CURRENT job even if your current job is not in a library or information center.

- 1 Administration
- 2 Access and collections
- 3 Information services, education and research
- 4 Digital information technology and web access
- 5 Information technology and consulting

F19 What is the primary location from which you work?

- 1 On site at your employing organization
- 2 At home
- 3 Other

F20 What is the main reason you work at home?

- 1 Job-related reasons (e.g. enhances performance, fewer interruptions)
- 2 Care for children
- 3 Care for other family members
- 4 Other personal or family responsibilities

- 5 Usual place of work
- 6 Better conditions of work
- 7 Save time and money
- 8 Other, please specify [OPEN END RESPONSE]

F21 In your CURRENT job, how often is it expected that you work overtime hours?

- 1 Most of the time
- 2 Some of the time
- 3 Rarely
- 4 Never

F22 If you had the option, would you like to reduce, increase, or keep the same, the number of hours you work in a typical work week?

- 1 Reduce the number of hours I work weekly
- 2 Increase the number of hours I work weekly
- 3 Keep them the same

F23 Why would you like to change the number of hours you work in a typical week?  
[OPEN END RESPONSE]

F26 Do you have health insurance from any source?

- 1 Yes
- 2 No

Which of the following applies to you?

Yes No Don't Know

F27a Purchase health insurance through employer

F27b Health insurance fully paid by employer

F27c Health insurance partially paid by employer

F27d Covered by your spouse's/partner's policy

F27e Have your own health insurance policy

F27f Other insurance situation

F27F.1 Please describe your other insurance situation.

[OPEN END RESPONSE]

Which of the following non-salary benefits/incentives does your employer fully or partially pay for and provide to you?

Yes No Don't Know

- F30e Flexible working hours
- F31d Possibility to work from outside the office

F33 Since beginning work with your CURRENT employer/organization, how many positions have you held?

F34 In general, thinking about the time you have worked for this employer/organization, would you describe your total job history as:

- 1 Two or more positions, moving up the organization
- 2 Two or more positions moving both up and across the organization
- 3 Two or more positions, moving across the organization
- 4 Two or more positions moving down and across the organization
- 5 Two or more positions moving down the organization
- 6 Three or more positions moving both up and down

Please indicate the extent to which you agree or disagree with the following:

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

F35a I have the opportunity to develop and apply the skills I need to enhance my career

F35b My employer does a good job of helping develop my career

F35c I believe that I have opportunities for promotion within the field given my education, skills and experience

F35d It is basically my own responsibility to decide how my job gets done

F35e I generally have opportunities for creative input and innovation in my work

F35f I have opportunities to develop leadership skills

Please indicate the extent to which you agree or disagree with the following:

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

F36a The daily choices I make on my job require little thought

F36b There is not enough time to get required work done

F36c Overall, I am satisfied with what I do in my job

F36d I am generally happy with my CURRENT work environment

F36e I still like my job



F37 Knowing what I know now, if I had to decide all over again, I would still decide to take the job I now have.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

To what extent do you view your CURRENT position as:

- 1 Not at all
- 2 A little
- 3 Somewhat
- 4 To a great extent

F38a Part of a career

F38b A way to have something to do

F38c A way to make money

F38d A way to get benefits

F39 Which of the following BEST describes your financial situation?

- 1 I and/or my family depend completely on my paycheck
- 2 I and/or my family can live better because of my paycheck
- 3 I and/or my family do not depend on my paycheck to maintain desired standard of living

F40 Do you expect to leave your CURRENT EMPLOYER in the coming year?

- 1 Will definitely leave within a year
- 2 Chances are quite good that I will leave within the year
- 3 Uncertain as to whether I will leave within the year
- 4 Chances are very slight that I will leave within the year
- 5 Definitely will not leave within a year

F46 How many more years do you think you will work for this organization before you leave? (Please answer in years)

How much do you agree or disagree with the following statements?

COMPARED TO FIVE YEARS AGO...

- 1 Strongly disagree
- 2 Disagree
- 3 Agree

4 Strongly agree

F51a I feel more pressure to continually learn new skills

F51b I am more concerned about my job security

How much do you agree or disagree with the following statements?

COMPARED TO FIVE YEARS AGO, I am currently required...

1 Strongly disagree

2 Disagree

3 Agree

4 Strongly agree

F52a To perform more new tasks

F52b To perform more difficult tasks

F52c To perform more high tech tasks

F52d To perform a wider variety of tasks

F52e To delegate more of my tasks to assistants

How much do you agree or disagree with the following statements?

COMPARED TO FIVE YEARS AGO, I am currently required...

1 Strongly disagree

2 Disagree

3 Agree

4 Strongly agree

F53a To perform more routine tasks

F53b To work harder

F53c To perform more managerial functions

F53d To assume a greater leadership role

F53e To perform more financial tasks

F53f To perform more tasks once done by assistants

Has your treatment in your CURRENT JOB ever been affected favorably or unfavorably by your...

1 Yes, Favorably

2 Yes, Unfavorably

3 No

F57a Race or ethnicity

F57b Sex

F57c Being considered too young

F57d Being considered too old

- F57e Mental or physical disability
- F57f National origin
- F57g Family responsibilities
- F57h Sexual orientation
- F57i Religion or religious beliefs

F58. Please describe how your treatment has been effected by each of the following...

- F58a Race or ethnicity [TEXT RESPONSE]
- F58b Sex [TEXT RESPONSE]
- F58c Being considered too young [TEXT RESPONSE]
- F58d Being considered too old [TEXT RESPONSE]
- F58e Mental or physical disability [TEXT RESPONSE]
- F58f National origin [TEXT RESPONSE]
- F58g Family responsibilities [TEXT RESPONSE]
- F58h Sexual orientation [TEXT RESPONSE]
- F58i Religion or religious beliefs [TEXT RESPONSE]

We are interested in how your work history has been influenced by your family life, your health, periods of unemployment and your leisure activities.

J1 How many living children do you have? Please include all children by birth, adoption, marriage, or partner.

J2 Have you ever taken an extended break (more than six months) from work to care for your children?

- 1 Yes
- 2 No

J3 How many times did you take an extended break (more than six months) to care for your children?

How many times have you ever taken a break (either with or without pay) for longer than 4 weeks but less than 6 months from paid employment due to the following?

(Please enter "0" if you have never taken this type of break.)

- J6a Involuntary unemployment:
- J6b Maternity/Paternity leave (paid or unpaid, OTHER THAN EXTENDED BREAKS LISTED ABOVE)
- J6c Care for other family members (not children) or household responsibilities
- J6d Poor health
- J6e Disability
- J6f Career training
- J6g Sabbatical or leave
- J6h Leisure activities

The following are various aspects of jobs. How important do you personally consider these job characteristics?

- 1 Not At All Important
- 2 A Little Important
- 3 Somewhat Important
- 4 Very Important

- K1a Good opportunities for advancement
- K1b Enough support and equipment to get the job done
- K1c A lot of leisure time (e.g. time for hobbies, etc.)
- K1d Good pay
- K1e Freedom to decide how you do your own work
- K1f Good job security
- K1g Job responsibilities that are clearly defined
- K1h Good fringe benefits
- K1i The job is interesting
- K1j Leadership opportunities

The following are various aspects of jobs. How important do you personally consider these job characteristics?

- 1 Not At All Important
- 2 A Little Important
- 3 Somewhat Important
- 4 Very Important

- K2a An occupation that is recognized and respected
- K2b You have enough time to get the job done
- K2c A job that allows one to work independently
- K2d A lot of contact with other people
- K2e An occupation in which one can help others
- K2f Gives a feeling of doing something meaningful
- K2g Your supervisors value your opinion
- K2h A job that is useful to society
- K2i Ability to balance work and family responsibilities

K3 In general, thinking about all the years in your working life, from your first job until now, would you describe your total job history as...

- 1 Two or more jobs, moving up
- 2 Two or more jobs, moving both laterally and up
- 3 Two or more jobs, moving laterally only
- 4 Two or more jobs, moving laterally and down
- 5 Two or more jobs, moving down
- 6 Three or more jobs, moving both up and down
- 7 One or no job moves
- 8 Don't know

Please indicate the extent to which you agree or disagree with the following:

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

- K6a Overall, I am satisfied with LIS as a career  
K6b I like being a librarian/information professional  
K6c I plan on leaving LIS work within a year  
K6d If I had it to do all over again, I would choose LIS as a career  
K6e I encourage others to choose LIS as a career

K7 Do you think you will still be working in LIS 3 years from now?

- 1 Yes
- 2 No

K8 Are you leaving LIS due to retirement?

- 1 Yes
- 2 No

K8a. Why do you plan to leave LIS? [OPEN END RESPONSE]

QEND. It is important to our study that we have an understanding of your entire career history. If this survey did not give you an opportunity to address your most important positions, gaps in your employment, or other issues you believe would be relevant to a more accurate representation of your career, please share this additional information with us now.

[OPEN END RESPONSE]

## Appendix B – Scale Measures

### Co-workers

Please indicate the extent to which you agree or disagree with the following statements.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree
- 5 Usually work alone

F13 I feel I am really a part of the group of people I work with.

F14 I have the support from co-workers that I need to do a good job.

### Autonomy

Please indicate the extent to which you agree or disagree with the following:

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

F10a I have a lot of say about what happens on my job.

F35d It is basically my own responsibility to decide how my job gets done

F35e I generally have opportunities for creative input and innovation in my work

Workload intensity

### Career opportunities

Please indicate the extent to which you agree or disagree with the following statements.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

F10b I have too much work to do everything well.

F10d I never seem to have enough time to get everything done on my job.

F36b There is not enough time to get required work done

### Job satisfaction

Please indicate the extent to which you agree or disagree with the following:

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

- F36c Overall, I am satisfied with what I do in my job
- F36d I am generally happy with my CURRENT work environment
- F36e I still like my job

**Career satisfaction**

Please indicate the extent to which you agree or disagree with the following:

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

- K6a Overall, I am satisfied with LIS as a career
- K6b I like being a librarian/information professional
- K6d If I had it to do all over again, I would choose LIS as a career
- K6e I encourage others to choose LIS as a career

## Appendix C – Detailed Significance Test Results

Chapter Four presents a variety of statistical analyses, and the existence of significant differences are noted in the tables and figures. The details of these significant differences between and among groups are presented in Table 27.

**Table 27. Key to significant differences among groups presented in Chapter Four.**

| <b>Table Number</b>                                | <b>Variable</b>                                 | <b>Significant differences exist between:</b>                                     |
|--|---|---|
| <b>2 – Demographics</b>                            | Age   | <b>All groups</b> except INT-Stay and INT-Leave pair.                             |
|  | <b>Relationship status</b><br>Single<br>Div/Sep | <b>INT-Retire</b> and INT-Stay, INT-Leave<br><b>INT-Retire</b> and INT-Stay       |
|  | Household income                                | <b>INT-Leave</b> and INT-Retire, Leaver<br><b>Leaver</b> and INT-Stay             |
|  | Household dependence on paycheck                | <b>INT-Stay</b> and INT-Retire, Leaver  |
| <b>4 – Factors motivating entry to LIS program</b> | Seemed like a good fit with my interests        | <b>Leaver</b> and INT-Stay, INT-Retire  |
|  | Like working with computers                     | <b>INT-Stay</b> and INT-Retire, Leaver<br><b>INT-Leave</b> and INT-Retire, Leaver |
|  | Like working with people                        | <b>INT-Stay</b> and Leaver  |
|  | LIS career fits with my family responsibilities | <b>INT-Retire</b> and all other groups<br><b>INT-Stay</b> and Leaver              |
| <b>5 – LIS Program</b>                             |   | <b>Leaver</b> and INT-Stay, INT-Retire  |
| <b>6 – Graduation year cohort</b>                  |   | <b>INT-Retire</b> and all other groups<br><b>Leaver</b> and INT-Stay, INT-Leave   |
| <b>7 – Name of degree from LIS program</b>         |   | <b>INT-Retire</b> and Leaver, INT-Leave<br><b>INT-Stay</b> and INT-Leave, Leaver  |
| <b>8 – First job after LIS program</b>             | Average duration                                | <b>INT-Stay</b> and all other groups<br><b>INT-Retire</b> and INT-Leave, Leaver   |
| <b>9 – Reasons for leaving the first job</b>       | Layoff  | <b>INT-Stay</b> and INT-Retire, Leaver  |
|  | Going back to school, education                 | <b>INT-Stay</b> and Leaver  |



| <b>Table Number</b>                    | <b>Variable</b>   | <b>Significant differences exist between:</b>  |
|--|---|--|
| <b>10 – Setting of current job</b>     |   | <b>Leaver</b> and all other groups<br><b>INT-Leave</b> and INT-Stay, INT-Retire  |
| <b>11 – Current job</b>                | <p>Average duration</p> <p>Considered full-time</p> <p>Supervise others</p> <p>Average salary</p> <p>Primary work location</p> <p>Frequency of overtime hours</p> <p><b>Areas of responsibility</b></p> <p>Administration</p> <p>Access and collections</p> <p>Information services, education and research</p> <p>Digital information technology/web access</p> <p>Information technology and consulting</p> <p>Average number of years respondent expects to remain at current organization</p> | <p><b>INT-Retire</b> and all other groups</p> <p><b>Leaver</b> and INT-Stay, INT-Retire</p> <p><b>INT-Stay</b> and INT-Leave, <b>Leaver</b><br/><b>INT-Retire</b> and INT-Leave, <b>Leaver</b></p> <p><b>Leaver</b> and all other groups<br/><b>INT-Retire</b> and INT-Stay</p> <p><b>Leaver</b> and all other groups</p> <p><b>Leaver</b> and INT-Stay</p> <p><b>INT-Stay</b> and all other groups<br/><b>INT-Retire</b> and INT-Leave, <b>Leaver</b></p> <p><b>Leaver</b> and all other groups<br/><b>INT-Stay</b> and INT-Leave</p> <p><b>INT-Stay</b> and INT-Retire, <b>Leaver</b></p> <p><b>INT-Leave</b> and all other groups<br/><b>INT-Stay</b> and <b>Leaver</b></p> <p><b>INT-Leave</b> and all other groups</p> <p><b>INT-Stay</b> and INT-Leave, INT-Retire<br/><b>Leaver</b> and INT-Leave, INT-Retire</p> |
| <b>13 – Job quality</b>                | <p>Co-workers</p> <p>Autonomy</p> <p>Career opportunities</p> <p>Job satisfaction</p>   | <p><b>INT-Leave</b> and INT-Stay, <b>Leaver</b></p> <p><b>INT-Leave</b> and <b>Leaver</b></p> <p><b>INT-Leave</b> and INT-Stay, <b>Leaver</b></p> <p><b>INT-Leave</b> and all other groups</p>   |
| <b>14 – Control over working hours</b> |   | <b>Leaver</b> and all other groups<br><b>INT-Leave</b> and INT-Retire  |

| <b>Table Number</b>                     | <b>Variable</b>   | <b>Significant differences exist between:</b>  |
|---|---|--|
| <b>15 – Job values</b>                  | Good pay  | <b>Leaver</b> and all other groups   |
|   | Good fringe benefits  | <b>INT-Stay</b> and Leaver<br><b>INT-Retire</b> and all other groups                   |
|   | Good job security   | <b>Leaver</b> and INT-Stay and INT-Retire<br><b>INT-Leave</b> and INT-Stay, INT-Retire |
|   | An occupation that is recognized and respected                    | <b>Leaver</b> and INT-Stay, INT-Retire   |
| <b>16 – View of current position</b>    | Part of a career  | <b>INT-Stay</b> and Leaver<br><b>INT-Leave</b> and all other groups                    |
|   | A way to get benefits   | <b>INT-Stay</b> and INT-Leave<br><b>Leaver</b> and all other groups                    |
| <b>17 – Career satisfaction</b>         | Overall, I am satisfied with LIS as a career.                     | <b>INT-Leave</b> and all other groups<br><b>INT-Stay</b> and Leaver                    |
|   | I like being a library/information professional.                  | <b>INT-Leave</b> and all other groups<br><b>INT-Stay</b> and INT-Retire, Leaver        |
|   | If I had it to do all over again, I would choose LIS as a career. | <b>INT-Leave</b> and all other groups  |
|   | I encourage others to choose LIS as a career.                     | <b>INT-Leave</b> and all other groups  |
| <b>18 – Breaks from paid employment</b> | Involuntary unemployment  | <b>INT-Stay</b> and Leaver<br><b>INT-Retire</b> and INT-Leave, Leaver                  |
|   | Disability  | <b>INT-Stay</b> and INT-Leave, Leaver  |
|   | Career training   | <b>INT-Stay</b> and Leaver   |
| <b>19 – Movement in job history</b>     |   | <b>Leaver</b> and INT-Stay, INT-Retire   |

| <b>Figure</b>                                     | <b>Variable</b> | <b>Significant differences exist between:</b>                                      |
|---|-----------------|--|
| <b>2 – Setting of first job after LIS program</b> |                 | <b>Leaver</b> and INT-Stay, INT-Leave, INT-Retire<br><b>INT-Leave</b> and INT-Stay |
| <b>3 – Setting of current job, if library</b>     |                 | <b>INT-Leave</b> and INT-Stay, INT-Retire  |

## References

- 8Rs Research Team (2004). The future of heritage work in Canada, from <http://www.ls.ualberta.ca/8rs/FutureofHeritageFinalReport.pdf>.
- 8Rs Research Team (2005). *The future of human resources in Canadian libraries* (Report): Canadian Library Human Resources Study.
- Abbott, A. (1988). *The system of professions: An essay on the division of expert labor*. Chicago: University of Chicago Press.
- Abbott, A. (1998). Professionalism and the future of librarianship. *Library Trends*, 46(3), 430-443.
- Abelson, M. A. (1987). Examination of avoidable and unavoidable turnover. *Journal of Applied Psychology*, 72(3), 382-386.
- ACA (2008). Academy of Certified Archivists: Reality check. Retrieved 7 Mar, 2009, from <http://www.certifiedarchivists.org/html/myths.html>.
- ACRL Ad Hoc Task Force on Recruitment & Retention Issues (2002). *Recruitment, retention, and restructuring: human resources in academic libraries: A white paper by the Ad Hoc Task Force on Recruitment & Retention Issues, a subcommittee of the Association of College & Research Libraries Personnel Administrators & Staff Development Officers Discussion Group*. Chicago: Association of College & Research Libraries.
- Albanese, A. R. (2008). Take this job and love it. *Library Journal* (1976), 133(2), 36-39.
- Anisef, P., & Axelrod, P. (2001). Baby boomers in transition: Life-course experiences of the 'Class of '73'. In V. W. Marshall, W. R. Heinz, H. Kruger & A. Verma (Eds.), *Restructuring work and the life course* (pp. 473-488). Toronto: University of Toronto Press.
- Ard, A., Clemmons, S., & Morgan, N. (2006). Why library and information science? The results of a career survey of MLIS students along with implications for reference librarians and recruitment. *Reference & User Services Quarterly*, 45(3), 236-248.
- Arthur, M. B., & Rousseau, D. M. (1996). The boundaryless career as a new employment principle. In M. B. Arthur & D. M. Rousseau (Eds.), *The Boundaryless Career: A New Employment Principle for a New Organizational Era* (pp. 3-20). New York: Oxford University Press.
- Asheim, L. E. (1978). Librarians as professionals. *Library Trends*, 27(3), 225-258.

- Association for Library and Information Science Education (2004). ALISE statistical report and database. <http://www.alise.org/>.
- Balfour, D. L., & Neff, D. M. (1993). Predicting and managing turnover in human service agencies: A case study of an organization in crisis *Public Personnel Management*, 22(3), 473-486.
- Barnes, L. L. B., Agago, M. O., & Coombs, W. T. (1998). Effects of job-related stress on faculty intention to leave academia. *Research in Higher Education*, 39(4), 457-469.
- Bastian, J., & Yakel, E. (2005). 'Are we there yet?' Professionalism and the development of an archival core curriculum in the United States. [Feature]. *Journal of Education for Library and Information Science*, 46(2), 95-114.
- Becker, H. S., & Carper, J. (1970). Development of identification with an occupation *Sociological work: Method and substance* (pp. 189-201). Chicago: Aldine.
- Becker, H. S., & Strauss, A. L. (1956). Careers, personality, and adult socialization. *The American Journal of Sociology*, 62(3), 253-263.
- Benner, A. D. (2000). *The cost of teacher turnover*. Austin, TX: Texas Center for Educational Research.
- Bennett, G. E. (1988). *Librarians in search of science and identity: The elusive profession*. Metuchen, NJ: Scarecrow Press.
- Berry, J. (2002). Managing your career. *Library + Information Update*(May), 48-49.
- Berry, J. N. (2007). Great work, genuine problems. *Library Journal* (1976), 132(16), 26-29.
- Blankson-Hemans, L. (2002). Changing direction. *Library & Information Update*, 1(2), 46-47.
- Blanson, A. L. (2005). *A case study of teacher retention at one urban school district*. Unpublished Ph.D., Texas A&M University.
- Blau, G. (1989). Testing the generalizability of a career commitment measure and its impact on employee turnover. *Journal of Vocational Behavior*, 35(1), 88-103.
- Blau, G. (2000). Job, organizational, and professional context antecedents as predictors of intent for interrole work transitions. *Journal of Vocational Behavior*, 56(3), 330-345.
- Blau, G. (2003). Testing for a four-dimensional structure of occupational commitment. *Journal of Occupational and Organizational Psychology*, 76(4), 469(420).
- Blau, G. (2007). Does a corresponding set of variables for explaining voluntary organizational turnover transfer to explaining voluntary occupational turnover? *Journal of Vocational Behavior*, 70(1), 135-148.

- Blau, G., & Lunz, M. (1998). Testing the incremental effect of professional commitment on intent to leave one's profession beyond the effects of external, personal, and work-related variables. *Journal of Vocational Behavior*, 52, 260-269.
- Blau, G., Tatum, D. S., & Ward-Cook, K. (2003). Correlates of professional versus organizational withdrawal cognitions. *Journal of Vocational Behavior*, 63(1), 72-85.
- Braunagel, J. S. (1979). Job mobility of men and women librarians and how it affects career advancement. *American Libraries*(December), 643-647.
- Bromann, J. (2004). Trading places. *School Library Journal*, 50(4), 48-51.
- Buckland, M. K. (1988). *Library services in theory and context* (2nd ed.). Oxford: Pergamon Press.
- Burd, B. (2003). *Work values of academic librarians: Exploring the relationships between values, job satisfaction, commitment and intent to leave*. Paper presented at the ACRL Eleventh National Conference. Retrieved 20 March 2007, from <http://www.ala.org/ala/acrl/acrlevents/burd.PDF>
- Burnam, P. D., & Green, T. A. (1991). Making career changes between different types of libraries. *Ohio Libraries*, 4, 10-13+.
- Burnett, K. M., & Bonnici, L. (2006). Contested terrain: Accreditation and the future of the profession of librarianship. *Library Quarterly*, 76(2), 193-219.
- Butler, P., & Butler, P. (1951). Librarianship as a profession. [Feature]. *The Library Quarterly*, 21, 235-247.
- Cahill, K. E., Giandrea, M. D., & Quinn, J. F. (2006). Retirement patterns from career employment. *The Gerontologist*, 46(4), 514-523.
- Cappelli, P. (1999). *The new deal at work: Managing the market-driven workforce*. Boston: Harvard Business School Press.
- Carless, S. A., & Bernath, L. (2007). Antecedents of intent to change careers among psychologists. *Journal of Career Development*(March), 183-200.
- Carpenter, K. E. (1996). A library historian looks at librarianship. *Daedalus*, 125(4), 77-93.
- Carr, D. (1996). Two paths to self-employment?: Women's and men's self-employment in the United States, 1980. *Work and Occupations*, 23(1), 26-53.
- Carr, D., & Sheridan, J. (2001). Family turning-points and career transitions at midlife. In V. W. Marshall, W. R. Heinz, H. Kruger & A. Verma (Eds.), *Restructuring work and the life course* (pp. 201-227). Toronto: University of Toronto Press.
- Carson, P. P., Phillips, J. S., Hanebury, J. M., & Carson, K. D. (1996). An investigation of the effects of empowerment on librarians' attitudes toward their jobs, organizations and careers. *Technical Services Quarterly*, 14(1), 1-13.

- Center for Health Workforce Studies (2006). Perspectives on social work practice  
*Supplement to the national study of licensed social workers in the United States, 2004*. Washington, DC: National Association of Social Workers.
- Chapman, D. W., & Hutcheson, S. M. (1982). Attrition from teaching careers: A discriminant analysis. *American Educational Research Journal, 19*(1), 93-105.
- Clark, C. (1979). *Survey of California public libraries, 1978-1980: Before and after Proposition 13*. Sacramento: California State Library.
- Clopton, W. (1973). Personality and career change. *Industrial Gerontology, 17*(2), 9-17.
- Coder, L. (2007). *Understanding voluntary turnover: Comparing factors of employer change and career change in a sample of professional workers*. Unpublished Ph.D., University of Kansas.
- Colding, L. K. (2004). *Predictors of librarian turnover intentions in public university librarians*. Unpublished D.P.A., The University of Alabama.
- Collin, A. (2000). Epic and novel: The rhetoric of career. In A. Collin & R. A. Young (Eds.), *The future of career* (pp. 163-177). Cambridge: Cambridge University Press.
- Cronin, B. (2005). An I-identity crisis? The information schools movement. *International Journal of Information Management, 25*(4), 363-365.
- Crowley, B. (1999). The control and direction of professional education. *Journal of the American Society for Information Science, 50*(12), 1127-1135.
- Crowley, B. (2007). *Don't let Google and the pennypinchers get you down: Defending (or redefining) libraries and librarianship in the age of technology*. Paper presented at the British Columbia Library Association 2007 Conference.
- Davidson, H., Folcarelli, P. H., Crawford, S., Duprat, L. J., & Clifford, J. C. (1997). The effects of health care reforms on job satisfaction and voluntary turnover among hospital-based nurses. *Medical Care, 35*(6), 634-645.
- Dawis, R. V. (2005). The Minnesota theory of work adjustment. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 3-23). Hoboken, NJ: Wiley.
- Dawis, R. V., & Duane Brown and, a. (2002). Person-environment-correspondence theory. In Anonymous (Ed.), *Career choice and development* (Vol. 4th). San Francisco: Jossey-Bass.
- Detlefsen, E. G. (2007). The pipeline problem: Where do we go from here? *Journal of the Medical Library Association, 115*-116.
- Dewey, M. (1876). The profession. *American Library Journal, 1*(30 Sep), 5-6.
- Doering, M. M., & Rhodes, S. R. (1989). Changing careers: A qualitative study. *Career Development Quarterly, 37*(4), 316-333.

- Dolan, D. R., & Schumacher, J. (1997). New jobs emerging in and around libraries and librarianship. *Online (Weston, Conn.)*, 21, 68-72+.
- Dougherty, R. M. (2006). Building Bridges: Library Educators and Practitioners. *The Journal of Academic Librarianship*, 32(3), 221-222.
- Eby, L. T. (2001). The boundaryless career experiences of mobile spouses in dual-earner marriages. *Group Organization Management*, 26(3), 343-368.
- Edwards, R. G. (2002). Migrating to Public Librarianship: Depart on Time to Ensure a Smooth Flight. *Library Trends*, 50(4), 631.
- Elder, G. H., Jr. (1994). Time, human agency, and social change: Perspectives on the life course. *Social Psychology Quarterly*, 57(1), 4-15.
- Elder, G. H., Jr., Johnson, M. K., & Crosnoe, R. (2003). The emergence and development of life course theory. In J. T. Mortimer & M. J. Shanahan (Eds.), *Handbook of the life course* (pp. 3-19). New York: Kluwer Academic.
- Elkin, J., & Nankivell, C. (1992). Wastage within the library and information profession: A report. *Journal of Librarianship and Information Science (Folkestone, England)*, 24, 71-77.
- Feldman, D. C., & Ng, T. W. H. (2007). Careers: Mobility, embeddedness, and success. *Journal of Management*, 33(3), 350-377.
- Fields, D. L. (2002). *Taking the measure of work: A guide to validated scales for organizational research and diagnosis*. Thousand Oaks, CA: Sage Publications.
- Firth, L., Mellor, D. J., Moore, K. A., & Loquet, C. (2004). How can managers reduce employee intention to quit? *Journal of Managerial Psychology*, 19(2), 170-187.
- Garbay, C. (2003). The role of information science in interdisciplinary research: A systemic approach. *Interdisciplines*. Retrieved from <http://www.interdisciplines.org/interdisciplinarity/papers/2>
- Gardulf, A., Soderstrom, I.-L., Orton, M.-L., Eriksson, L. E., Arnetz, B., & Nordstrom, G. (2005). Why do nurses at a university hospital want to quit their jobs? *Journal of Nursing Management*, 13(4), 329-337.
- Garrison, D. (2003). *Apostles of culture: The public librarian and American society, 1876-1920*. Madison, WI: University of Wisconsin Press.
- Goode, W. J. (1961). The librarian: From occupation to profession? *Library Quarterly*, 31(October), 306-320.
- Gordon, R. S. (2008). *What's the alternative: Career options for librarians and info pros*. Medford, NJ: Information Today.
- Gordon, R. S., & Nesbeitt, S. L. (1999). Who we are, where we're going: a report from the front. *Library Journal (1976)*, 124(9), 36-39.

- Gorman, M. (2004). Whither library education? *New Library World*, 105(9), 376-380.
- Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 11(3), 255-274.
- Greenhaus, J. H., Parasuraman, S., & Wormley, W. M. (1990). Effects of race on organizational experience, job performance evaluations, and career outcomes. *Academy of Management Journal*, 33(1), 64-86.
- Griffeth, R. W., Hom, P. W., & Gaertner, S. (2000). A meta-analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research implications for the next millennium. *Journal of Management*, 26(3), 463-488.
- Griffiths, J.-M. (2007). Future of librarians in the workforce. Retrieved 10 Oct., 2008, from <http://libraryworkforce.org/tiki-page.php?pageName=goals>
- Griffiths, J. M. (2004). The future of librarians in the workforce. UNC School of Information and Library Science: Institute of Museum and Library Services.
- Griffiths, J. M., King, D. W., & Choemprayong, S. (2008a). *Estimate of the demand for public librarians with a graduate degree from an LIS program accredited by the American Library Association*.
- Griffiths, J. M., King, D. W., & Choemprayong, S. (2008b). A national study of the future of librarians in the workforce: Past trends of public, academic, and special libraries and forecast of librarian demand in the United States.
- Hall, D. T. (1976). *Careers in organizations*. Glenview, IL: Scott, Foresman.
- Hall, D. T. (2004). The protean career: A quarter century journey. *Journal of Vocational Behavior*, 65, 1-13.
- Hareven, T. K. (2001). Historical perspectives on aging and family relations. In R. H. Binstock, L. K. George & Associates (Eds.), *Handbook of aging and the social sciences* (pp. 141-159). San Diego: Academic Press.
- Hargens, D. M. (2005). *An exploratory study of the impact of the organization on the retention of high school teachers*. Unpublished Ed.D., Seton Hall University.
- Harris, R. (1992). *Librarianship: The Erosion of a Woman's Profession*. Norwood, NJ: Ablex.
- Hayes, L. J., O'Brien-Pallas, L., Duffield, C., Shamian, J., Buchan, J., Hughes, F., et al. (2006). Nurse turnover: A literature review. *International Journal of Nursing Studies*, 43, 237-263.
- Heim, K. M., & Moen, W. E. (1989). *Occupational entry: Library and information science students' attitudes, demographics and aspirations survey*. Chicago: American Library Association Office for Library Personnel Resources.



- Heinz, W. R. (2003). From work trajectories to negotiated careers: The contingent life course. In J. T. Mortimer & M. J. Shanahan (Eds.), *Handbook of the life course* (pp. 185-204). New York: Kluwer Academic/Plenum.
- Henretta, J. C. (2003). The life-course perspective on work and retirement. In R. A. Settersten, Jr. (Ed.), *Invitation to the life course: Toward new understandings of later life* (pp. 85-106). Amityville, New York: Baywood Publishing Co.
- Hewitt, A., Larson, S., Sauer, J., & O'Neill, S. (2001). *Removing the revolving door: Strategies to address recruitment and retention challenges*. Minneapolis: University of Minnesota Research and Training Center on Community Living.
- Higgins, M. C. (2001). Changing careers: The effects of social context. *Journal of Organizational Behavior*, 22, 595-618.
- Hirsch, P. M., & Shanley, M. (1996). The rhetoric of boundarylessness -- Or, how the newly employed managerial class bought into its own marginalization. In M. B. Arthur & D. M. Rousseau (Eds.), *The boundaryless career: A new employment principle for a new organizational era* (pp. 218-234). New York: Oxford University Press.
- Hjørland, B. (2000). Library and information science: practice, theory, and philosophical basis. *Information Processing & Management*, 36(3), 501-531.
- Hoggan, D. B. (2003). Faculty status for librarians in higher education. *Portal: Libraries and the Academy*, 3(3), 431-445.
- Holland, G. A. (2008). Information science: An interdisciplinary effort? *Journal of Documentation*, 64(1), 7-23.
- Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments* (3rd ed.). Odessa, FL: Psychological Assessment Resources.
- Holmes, T., & Cartwright, S. (1993). Career change: Myth or reality? *Employee Relations*, 15(6), 37-53.
- Holstein, J. A., & Gubrium, J. F. (2007). Constructionist perspectives on the life course. *Sociology Compass*, 1(1), 335-352.
- Horenstein, B., & Bengston, D. S. (1993). Job satisfaction of academic librarians: An examination of the relationships between satisfaction, faculty status, and participation. *College and Research Libraries*, 54(3), 255-269.
- Houdyshell, M. L., Robles, P. A., & Yi, H. (1999). What were you thinking? If you could choose librarianship again, would you? *Information Outlook*, 3(7), 19-23.
- Hutchens, R., & Grace-Martin, K. (2006). Employer willingness to permit phased retirement: Why are some more willing than others? *Industrial and Labor Relations Review*, 59(4), 525-546.

- i-schools (2007). Information: The power to transform our world Retrieved 30 Nov, 2007, from <http://www.ischools.org/oc/index.html>
- Institute for Museum and Library Services (2005, 28 June). Over \$21 Million to Recruit New Librarians and Help Offset National Shortage, from <http://www.ims.gov/news/2005/062805b.shtm>
- Jackson, S. L. (1974). *Libraries and librarianship in the West: A brief history*. New York: McGraw-Hill.
- Jacobson, W. S. (2007). Who will be there to serve?: Workforce planning. *Popular Government*, 72(2), 9-25.
- Jick, T. D. (1979). Mixing qualitative and quantitative methods: Triangulation in action. *Administrative Science Quarterly*, 24(4), 602-611.
- Kalleberg, A. L. (2006). *The mismatched worker*. New York: Norton.
- Karsh, B., Booske, B. C., & Sainfort, F. (2005). Job and organizational determinants of nursing home employee commitment, job satisfaction and intent to turnover. *Ergonomics*, 48(10), 1260-1281.
- Kidd, J. M. (2008). Exploring the components of career well-being and the emotions associated with significant career experiences. *Journal of Career Development*, 35(2), 166-186.
- Kim, K. S., Chiu, M. S., Sin, S. C. J., & Robbins, L. (2007). Recruiting a diverse workforce for academic/research librarianship: Career decisions of subject specialists and librarians of color. *College & Research Libraries*, 68(6), 533-552.
- Kim, S., & Feldman, D. C. (2000). Working in retirement: The antecedents of bridge employment and its consequences for quality of life in retirement. *Academy of Management Journal*, 43, 1195-1210.
- Koenig, M. E. D., Morrison, R., & Roberts, L. (1996). Faculty status for library professionals: its effect on job turnover and job satisfaction among university research library directors. *College & Research Libraries*, 57, 295-300.
- Krausz, M., Koslowsky, M., Shalom, N., & Elyakim, N. (1995). Predictors of intentions to leave the ward, the hospital, and the nursing profession: A longitudinal study. *Journal of Organizational Behavior*, 16(3), 277-288.
- Kuhlman, A. F. (1938). Librarianship as a profession. *Peabody Journal of Education*, 16(2), 71-80.
- Kutzcher, L., Sabiston, J. A., Laschinger, H. K. S., & Nish, M. (1997). The effects of teamwork on staff perception of empowerment and job satisfaction in a large acute care teaching hospital. *Healthcare Management Forum*, 10(2), 12-17.

- Kuzyk, R. (2008). I [love] librarianship: For public librarians, the profession is full of rewards and, for some, all too much discontent. *Library Journal*, 133(4), 38-41.
- Lambert, E. G., Hogan, N. L., & Barton, S. M. (2001). The impact of job satisfaction on turnover intent: A test of a structural measurement model using a national sample of workers. *Social Science Journal*, 38(2), 233-250.
- Lance, K. C., Russell, B., & Lietzau, Z. (2004). Retirement, retention, and recruitment: The future of librarianship in Colorado. In Anonymous (Ed.), *The Bowker annual library and book trade almanac, 2004. Information Today*. (pp. 395-412): 49th ed; Information Today.
- Landry, M. B. (2000). The effects of life satisfaction and job satisfaction on reference librarians and their work. *Reference and User Services Quarterly*, 40(2), 166-177.
- Laschinger, H. K. S., Almost, J., & Tuer-Hodes, D. (2003). Workplace empowerment and magnet hospital characteristics: Making the link. *Journal of Nursing Administration*, 33, 410-422.
- Laschinger, H. K. S., Finegan, J., Shamian, J., & Casier, S. (2000). Organizational trust and empowerment in restructured health care settings: Effects on staff nurse commitment. *Journal of Nursing Administration*, 30(9), 413-425.
- Laschinger, H. K. S., & Havens, D. (1996). Staff nurse work empowerment and perceived control over nursing practice: Conditions for work effectiveness. *Journal of Nursing Administration*, 26(9), 27-35.
- Lazear, E. P. (2004). The Peter principle: A theory of decline. *Journal of Political Economy*, 112(S1), S141-S163.
- Lee, K., Carswell, J. J., & Allen, N. J. (2000). A meta-analytic review of occupational commitment: Relations with person- and work-related variables. *Journal of Applied Psychology*, 85(5), 799-811.
- Leiter, M., Harvie, P., & Frizzell, C. (1998). The correspondence of patient satisfaction and nurse burnout. *Social Science & Medicine*, 47(10), 1611-1617.
- Lillard, L. L., & Wales, B. A. (2003). Strengthening the Profession: Educator and Practitioner Collaboration. *The Journal of Academic Librarianship*, 29(5), 316-319.
- Lim, S. (2007). Library informational technology workers: Their sense of belonging, role, job autonomy, and job satisfaction. *The Journal of Academic Librarianship*, 33(4), 492-500.
- Louis, M. R. (1980). Career transitions: Varieties and commonalities. *Academy of Management Review*, 5(3), 329-340.
- Luzius, J. R., & Ard, A. (2006). Leaving the academic library. *The Journal of Academic Librarianship*, 32(6), 593-598.

- Lynch, M. J. (2002). Reaching 65: Lots of librarians will be there soon. *American Libraries*, 33(3), 55-56.
- Lynch, M. J., Tordella, S., & Godfrey, T. (2002). *Retirement and recruitment: A deeper look* (Report): ALA Office for Research and Statistics.
- Lyons, K., La Valle, I., & Grimwood, C. (1995). Career Patterns of Qualified Social Workers: Discussion of a Recent Survey. *The British Journal of Social Work*, 25(2), 173-190.
- Maatta, S. (2008). Jobs and pay both up. *Library Journal*, 133(17), 30-38.
- Markey, J. P., & Parks II, W. (1989). Occupational change: Pursuing a different kind of work. *Monthly Labor Review*(September), 3-12.
- Marshall, J. G., Marshall, V. W., Morgan, J. C., Barreau, D., Moran, B. B., Solomon, P., et al. (2005). Workforce issues in library and information science (WILIS). UNC Institute on Aging and UNC School of Information and Library Science: Institute of Museum and Library Services.
- Marshall, V. W. (1978-79). No exit: A symbolic interactionist perspective on aging. *International Journal of Aging and Human Development*, 9, 345-358.
- Marshall, V. W., Clarke, P. J., & Ballantyne, P. J. (2001). Instability in the retirement transition: Effects on health and well-being in a Canadian study. *Research on Aging*, 23(4), 379-409.
- Marshall, V. W., & Mueller, M. M. (2003). Theoretical roots of the life-course perspective. In W. R. Heinz & V. W. Marshall (Eds.), *Social dynamics of the life course* (pp. 3-32). New York: Aldine de Gruyter.
- Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology*, 78(4), 538-551.
- Mihram, D., & Anderson, A. J. (1991). It's a profession, not a trade. *Library Journal*, 116(10), 106-106.
- Millard, D. M. (2003). Why do we stay? Survey of long-term academic librarians in Canada. *Portal: Libraries and the Academy*, 3(1), 99-111.
- Moen, P. (2003a). Linked lives: Dual careers, gender, and the contingent life course. In W. R. Heinz & V. W. Marshall (Eds.), *Social dynamics of the life course: Transitions, institutions, and interrelations* (pp. 237-258). New York: Aldine de Gruyter.
- Moen, P. (2003b). Midcourse: Reconfiguring careers and community service for a new life stage. *Contemporary Gerontology*, 9(3), 87-94.
- Mor Barak, M. E., Nissly, J. A., & Levin, A. (2001). Antecedents to retention and turnover among child welfare, social work, and other human service employees: What can we

- learn from past research? A review and metanalysis. *Social Service Review*, 75(4), 625.
- Murgai, S. R. (2004). Motivation to Manage and Status of Women in Library and Information Science: A Comparative Study Among the United States, India, Singapore and Thailand. *The Southeastern Librarian*, 52(1), 16-29.
- Myburgh, S. (2003). Education directions for new information professionals. *Information Online: 11th exhibition and conference*. Retrieved from <http://conferences.alia.org.au/online2003/papers/myburgh.html>.
- NC Department of Public Instruction - Instructional Technology Division (2003). Standards for the master of library science degree/school library media coordinator license. Retrieved 7 Mar, 2009, from <http://www.ncwiseowl.org/IT/docs/2003LicensureStandardsSLMCFinalVer03.pdf>.
- Neal, J. G. (2006). Raised by wolves. *Library Journal*, 131(3), 42-44.
- Neapolitan, J. (1980). Occupational change in mid-career: An exploratory investigation. *Journal of Vocational Behavior*, 16(2), 212-225.
- Newman, B. K. (1995). Career change for those over 40: Critical issues and insights. *Career Development Quarterly*, 44(1), 64.
- Nicholson, N., & West, M. (1988). *Managerial job change: Men and women in transition*. Cambridge: Cambridge University Press.
- Nicholson, N., & West, M. (1989). Transitions, work histories, and careers. In M. Arthur, D. T. Hall & B. S. Lawrence (Eds.), *Handbook of career theory* (pp. 181-201). Boston: Cambridge University Press.
- Nielsen, B. (1981). *Technological change and professional identity*. Paper presented at the 1981 Clinic on Library Applications of Data Processing.
- Nissly, J. A., Mor Barak, M. E., & Levin, A. (2005). Stress, social support, and workers' intentions to leave their jobs in public child welfare. *Administration in Social Work*, 29(1), 79-100.
- Olson, G. M., & Grudin, J. (2009). The information school phenomenon. *Interactions*(March/April), 15-19.
- Phelps, M. (2005). Back into the fold: Strategies for attracting and retaining information professionals within libraries. *Colorado Libraries*, 31(2, Summer).
- Phillips, J. S., Carson, K. D., & Carson, P. P. (1994). Evolution of affective career outcomes: a field study of academic librarians. *College and Research Libraries*, 55(6), 541-549.
- Poon, J. M. L. (2004). Effects of performance appraisal politics on job satisfaction and turnover intention. *Personnel Review*, 33(3), 322-334.

- Preslan, B. (1979). Bailing out. *Library Journal*, 104(18).
- Raider, J. H., & Burt, R. S. (1996). Boundaryless careers and social capital. In M. B. Arthur & D. M. Rousseau (Eds.), *The boundaryless career: A new employment principle for a new organizational era* (pp. 187-200). New York: Oxford University Press.
- Rambur, B., Palumbo, M. V., McIntosh, B., & Mongeon, J. (2003). A Statewide Analysis of RNs' Intention To Leave Their Position. *Nursing Outlook*, v51(n4), p182.
- Rhodes, S. R., & Doering, M. (1983). An integrated model of career change. *Academy of Management Review*, 8(4), 631-639.
- Ritchie, C. E. (2007). Has anyone heard the alarm?: Succession planning. *Popular Government*, 72(2), 26-33.
- Riverin-Simard, D. (2000). Career development in the second part of the working life. In A. Collin & R. A. Young (Eds.), *The future of career* (pp. 115-129). Cambridge: Cambridge University Press.
- Rosser, V. J. (2004). Faculty members' intentions to leave: A national study on their worklife and satisfaction. *Research in Higher Education*, v45(n3), p285.
- Rowan, B. (2002). *What large-scale survey research tells us about teacher effects on student achievement*. Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania.
- Ruhm, C. J. (1990). Bridge jobs and partial retirement. *Journal of Labor Economics*, 8(4), 482-501.
- Scheib, J. W. (2004). Why band directors leave: From the mouths of maestros. *Music Educators Journal*, 91(1), 53-58.
- Settersten, R. A., Jr. (2003). Propositions and controversies in life-course scholarship. In R. A. Settersten, Jr. (Ed.), *Invitation to the life course: Toward new understandings of later life* (pp. 15-45). Amityville, NY: Baywood Publishing Co.
- Shera, J. H. (1960). Theory and technique in library education. *Library Journal*, 85(May 1), 1736-1739.
- Shera, J. H. (1963). Toward a new dimension for library education. *Bulletin of the American Library Association*, 57(April), 313-317.
- Shniper, L. (2005). Research summary: Occupational mobility, January 2004. *Monthly Labor Review*(December), 30-35.
- Sierpe, E. (2003). Transformations of Librarianship in Support of Learning Communities. *Reference & User Services Quarterly*, 43(2), 120-123.
- Smithers, A., & Robinson, P. (2003). *Factors affecting teachers' decisions to leave the profession*. Centre for Education and Employment Research, University of Liverpool.

- Society of American Archivists (2006). A\*Census. Retrieved 7 Mar, 2009, from <http://www.archivists.org/a-census/ACENSUS-Final.pdf>.
- Society of American Archivists (2009). So you want to be an archivist: An overview of the archival profession. Retrieved 7 Mar, 2009, from <http://www.archivists.org/profession/overview.asp>.
- Song, R., Daly, B. J., Rudy, E. B., Douglas, S., & Dyer, M. A. (1997). Nurses' job satisfaction, absenteeism, and turnover after implementing a special care unit practice model. *Research in Nursing and Health*, 20(5), 443-452.
- Spector, P. E. (2000). *Industrial and organizational psychology: Research and practice*. New York: Wiley.
- Steers, R. M., & Mowday, R. T. (1981). Employee turnover and postdecision accommodation processes. In B. M. Staw & L. L. Cummings (Eds.), *Research in organizational behavior* (Vol. 3, pp. 325-381).
- Steffen, N., Lance, K. C., Russell, B., & Lietzau, Z. (2004). *Retirement, retention, and recruitment: The future of librarianship in Colorado*: Library Research Service.
- Steffen, N., & Lietzau, Z. (2005). The future of librarianship in Colorado: An overview. *Colorado Libraries*, 31(2, Summer).
- Strauss, A. L. (1971). The shape of mobility *Professions, work, and careers* (pp. 153-172). San Francisco: The Sociology Press.
- Super, D. E. (1990). A life span, life-space approach to career development. In D. Brown & L. Brooks (Eds.), *Career choice and development* (2nd ed.). San Francisco: Jossey-Bass.
- Super, D. E., & Hall, D. T. (1978). Career development: Exploration and planning. *Annual Review of Psychology*, 29, 333.
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston: Pearson.
- Thomas, L. E. (1980). A typology of mid-life career changers. *Journal of Vocational Behavior*, 16, 173-182.
- van Breukelen, W., van der Vlist, R., & Steensma, H. (2004). Voluntary employee turnover: Combining variables from the 'traditional' turnover literature with the theory of planned behavior. *Journal of Organizational Behavior*, 25(7), 893-914.
- Vogt, S. (2003). The Best Man for the Job Is a Woman? *Information Today*, 20(3), 23-24.
- Wade, T. L. (2001). *National board certification and new roles for teachers: Impact on turnover and attrition among secondary mathematics teachers in North Carolina*. Unpublished Ed.D., University of South Carolina, United States -- South Carolina.

- Walch, V. I. (2006). A\*CENSUS results (enhanced), Available from <http://www.archivists.org/a-census/>.
- Walch, V. I., Beaumont, N. P., Yakel, E., Bastian, J., Zimmelman, S. D., & Diffendal, A. (2006). A\*CENSUS (Archival census and education needs survey in the United States). *American Archivist*, 69(2), 291-419.
- Walch, V. I., & Yakel, E. (2006). The Archival Census and Education Needs survey in the United States (A\*CENSUS). *OCLC Systems & Services*, 20(1), 15-22.
- Weech, T. L., & Konieczny, A. M. (2007). Alternative careers for graduates of LIS schools: The North American perspective - an analysis of the literature. *Journal of Librarianship and Information Science (Folkestone, England)*, 39(2), 67-78.
- Westbrook, T. M., Ellis, J., & Ellett, A. J. (2006). Improving retention among public child welfare workers: What can we learn from the insights and experiences of committed survivors? *Administration in Social Work*, 30(4), 37-62.
- Whitten, P. A., & Nozero, V. A. (1997). The impact of first careers on "second career" academic reference librarians: A pilot study. *The Reference Librarian*, 59, 189-201.
- Wilder, S. (1999). *The age demographics of academic librarians: A profession apart*. Haworth Press.
- Wilder, S. (2003). *Demographic change in academic librarianship*. Washington, D. C.: Association of Research Libraries.
- Wilensky, H. L. (1961). Orderly careers and social participation: The impact of work history on social integration in the middle mass. *American Sociological Review*, 26(4), 521-539.
- Williamson, C. C., & Carnegie Corporation of New York (1923). *Training for library service : a report prepared for the Carnegie Corporation of New York*. New York: Merrymount Press.
- Williamson, J. M., Pemberton, A. F., & Lounsbury, J. W. (2005). An investigation of career and job satisfaction in relation to personality traits of information professionals. [Feature]. *The Library Quarterly*, 75(2), 122-141.
- Winter, M. F. (1983). The professionalization of librarianship. *University of Illinois School of Library and Information Science Occasional Paper*(160).
- Winter, M. F. (1988). *The culture and control of expertise: Toward a sociological understanding of librarianship*. New York: Greenwood Press.
- Yakel, E. (2000). The future of the past: a survey of graduates of master's-level archival education programs in the United States. *The American Archivist*, 63(2), 301-321.