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# Adjustment To The Work Place By New Recruits In Libraries

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## **Adjustment To The Work Place By New Recruits In Libraries**

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### **INTRODUCTION**

In the process of organizational socialization, new employees face surprises and differences from their pre-existing expectations about the job. Studies have been done to discover what these surprises were so that more effective training and orientation programs can be developed. The findings included several areas of high and low pre-existing knowledge and difference from expectation including job skills and organizational culture. The use of such studies can improve the ability to prepare future students for work in new digital frontiers and plan continuing education for the Library and Information Science workforce.

### **DEFINITIONS OF ADJUSTMENT**

Jtrxild, G (1948): Adjustment is a continual process in which a person varies his behavior to produce a harmonious relationship between himself and his environment. Carter (1959): Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the change in the environment. Shaffer (1961) Adjustment is the process by which a living organism maintains a balance between its need and the circumstances that influence the satisfaction of these need. Feldman (1989) believed that adjustment is the efforts of a person to make themselves achieve the thing they want, and be able to face the environment they are surrounded by. Adjustment is the act of adjusting or condition of being adjusted; act of bringing into proper relations, regulation.

### **DEFINITIONS OF WORKPLACE**

Webster defines workplace as: “a place where work is done”. A place, such as an office, institutions, company, factory etc, where people are employed. Tate A. (1943) “The mission for the day is to encourage students to think beyond traditional career opportunities, prepare for future careers and entrance into the workplace”.

In this study, adjustment will refer to adjustment to different aspects of the workplace such as:

- The physical infrastructure
- Routine duties
- Employers
- Colleagues
- Users

## **OBJECTIVES OF THE STUDY**

- To find out from the available literature the following:
- Whether new recruits to libraries are able to adjust to their workplace.
- To find out factors responsible for successful or unsuccessful adjustment.
- To find out the extent to which the DLISc have prepared the alumni for their current position.
- To recommend the measures to improve the syllabus of the DLIS.

## **METHODOLOGY.**

The sources were collected through browsing of the Internet and the review of the books, journals and reference books that are available in the NEHU Central Library, ICSSR Library, and State Central Library-Shillong.

## **NEW RECRUITS IN LIBRARIES.**

### **Challenges faced by new recruits**

New employees all bring expectations to their new jobs that are based on factors like their previous job experiences, their understandings of the profession, beliefs and experiences held by peers or family, promises made during recruitment, and their evaluation of the work situation during their interview. During initial socialization into their new work situation, the new employee inevitably finds that there are differences from what he or she expected. These differences produce some degree of “reality shock,” which is followed by a period of learning how to “fit in” and adjusting to how things work in the new setting.

Black and Leysen (2002) note that, for academic librarians, “Effective socialization is critical to the successful transition from graduate school to the academic environment.” Organizational socialization is usually defined as the process by which a person acquires the knowledge, skills, attitudes, and behavior he or she needs to participate effectively as a member of an organization.

Louis (2003) claims that the socialization process of new employees involves constant encounters with differences in the new job setting. Major types of differences include obvious changes such as a new office and phone number, as well as less obvious mental surprises where new situations contrast with pre-existing expectations and assumptions based on previous experiences.

The amount of difference from these pre-existing expectations that employees face influences their adjustment process. Employees who face more differences in their transition period will have a more difficult adjustment to the organization, while new employees who enter with better knowledge of the job and environment have an easier adjustment process and are less likely to leave their jobs.

New librarians mentioned differences from expectations in many aspects of their jobs. The surprise that new librarians mentioned most frequently was the high degree of flexibility and independence involved in their job.

Other positive surprises were the unexpected variety and diversity of job responsibilities and the collegial work environment. One respondent wrote: "I have a very diverse set of responsibilities. I expected a reasonably focused workload, but I have my hands in a variety of projects. It makes for a great job, but I wasn't expecting it." Others praised their workplace as more "friendly and collegial" than expected and commented that "I was encouraged to get involved, and as a new librarian my ideas and opinions were valued."

Oud (2008) opined that Organizations need to understand the kinds of changes experienced by new employees during their adjustment to the workplace to formulate effective strategies for socialization.

And he found that new librarians with a higher degree of difference from expectation in their initial job experiences have lower levels of job satisfaction. Levels of pre-existing knowledge, however, do not appear to have an impact on job satisfaction. Demographic variables such as sex, age, and salary do not have a significant impact on either degree of difference or pre-existing knowledge, although new librarians with previous professional experience did report lower average pre-existing knowledge.

#### **ADJUSTING TO A NEW WORKPLACE.**

According to Heron (1954) Work adjustment is inferred from two primary sets of indicators "satisfaction" and "satisfactoriness"

Satisfaction, includes overall job satisfaction and satisfaction with various aspects of the individuals work environment (his supervisor, his co-workers, the company or institution for which he works, his working conditions, his hours of work, his pay and the type of work in which he is engaged) It includes the satisfaction of his needs and the fulfillment of his aspirations and expectations. It includes the congruence of his vocational interest with the interests of most successful people working in his occupation.

Satisfactoriness is indicated by his productivity and efficiency, and by the way he is regarded by his supervisor, co-workers and the company or institution for which he works. It is negatively indicated by his absences and tardiness, by the accidents that he has and by his ability to stay on the job for a satisfactory period of time. It is also indicated by the congruence of his abilities and skills with those demanded by the job.

Thomas B. Scott (1960) "Work Adjustment" conveys a broader meaning than the Adjustment of an individual to his specific job tasks, it is the adjustment of the individual to his world of work. It includes the adjustment of the individual to the variety of environmental factors that surround him in his work, his adjustment to changes in these factors over periods of time and his adjustment to his own characteristics. Thus the adjustment of the individual to his employer, his co-workers as well as to the demands of the job itself, his adjustment to changing job market conditions and his adjustment to his own aptitudes, interests and temperament are all encompassed in the concept of work adjustment.

Simmons-Welburn and Welburn (2003) warned that unmet or unrealistic expectations result in new employees leaving 'prematurely'. They stress the value in helping new employees 'make sense' of the organization. This first discussion topic, and others such as 'managing up' and 'influencing', were intended to achieve this 'sense-making', but also to encourage constructive action to improve the organization. It was at this first meeting that a decision was taken to tackle the question of 'silos' as an action learning project.

**Adjustment Problems**

**Types of Problems** - According to Sornam and Muruganantham (2006) Man among the living beings has the highest caliber to adjust to new situations. He not only accepts physical demands but also pressures from the society and environment. The demands may be external or internal. When these two demands come to conflict with each other, adjustment becomes a complicated process to the individual.

**Health Adjustment.**

One is seen to be adjusted to one's physical development if the physical abilities are in conformity with those of others of the same age and there is no difficulty in processing due to defects or in capabilities of physical organs.

**Emotional Adjustment.**

It is also referred to as personal adjustment or psychological adjustment; it is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive processes of acceptance and adaptation. An individual is seen to be emotionally adjusted if he is able to express his emotions in proper way at a proper time. It requires one's balanced emotional development and proper training in the outlet of emotions.

**Social Adjustment.**

Social adjustment requires the development of social qualities and virtues in an individual. It also requires that one should be social enough to live in harmony with others and feel responsibility and obligations towards his fellow beings in the society.

**Home Adjustment.** The relationship among the members and their ways of behavior plays a leading role in the adjustment of an individual. All problematic and delinquent behavior is the result of maladjustment, which is caused on account of faulty rearing and uncongenial atmosphere at home.

**STRESS IN WORKPLACE**

Hans Selye view in (1956) was that "stress is not necessarily something bad – it all depends on how you take it. The stress of exhilarating, creative successful work is beneficial, while that of failure, humiliation or infection is detrimental."

Jones and Roose (1984) and thus suggested training in communication and stress management as solutions to this problem.

Bunge (1987) further states that "stress has a number of important elements. First, stress is not something that is out there. It is within the person". Second, is the perception of how one thinks about the situation, and the third is how the person copes with the stress. When the person's coping strategies are out of control, the person is "burned out".

Schneider (1991). From his study he revealed that apart from the too much load of work affecting the health of workers, there were more factors bringing greater stress on the workers like poor funding which definitely leads to poor availability of resources, management's poor

communication with workers, failure to allow workers to participate in decision making and poor work environment.

Nawe (1995) also explained that role conflict can cause stress because library and information professionals have various supervisors who do not agree on what the employee should be doing. Whereas stress is also caused by role ambiguity which is present when an employee does not know that for which he or she is responsible. She also explained that when employees do not use their skills, it can be as stressful as being overworked whereas librarians may experience stress in assisting patrons because they do not have time to become an expert on each and every system.

Routray, and Satpathy (2007) Stress is the changes which our bodies experience as we adjust to our continually changing environment. It has been an integral part of our daily life since prehistoric times and Library & Information science personnel are not exception to this. Thus we cannot avoid stress in our life; rather the best policy is to manage it properly to increase our efficiency.

Elisa (2007) Studies founded that library will continue to be a workplace of stress for library employees. Managing one's stress is a balancing act. However, with practice and planning one can learn to handle stressful situations by learning how to identify stress and developing strategies to deal with them. The library as employer should work with staff to alleviate some of the stress by developing staff training programs.

### **Strategies for reducing stress**

According to Topper (2007) to control and reduce stress, the following strategies may be helpful:

- Seek more information about the situation.
- Try to reduce stress by expressing feelings to an uninvolved person.
- Build your support system outside the workplace.
- Increase your physical exercise to have a greater feeling of well being.
- Try to lighten or brighten the environment.
- Step away from the workspace to have a break or lunch or even take a walk to refresh your mind.
- Search for a philosophical or spiritual meaning in the stressful experience.

### **JOB SATISFACTION**

Morse(1953)states that job satisfaction depends on (a)job content,(b)identification with the company,(c)financial and job status, and (d)pride-in-group performance.

Katzell (1958), on the other hand, regards job satisfaction as a necessary and integral part of morale. He advises that measured of job satisfaction be designed to get information relevant to the hypothetical construct "morale" rather than being a "catch –all of questions about this or that".

Eneassator (1990) job satisfaction as the totality of an individual's psychological, social and physical well being with regard to his work and job performance, satisfaction needs to be with high level of emotional stability of an individual in his job such that his morale is high and consequently aspires to do more toward the achievement of organizational goals and objectives.

According to Baridam (1995), job satisfaction is a person's attitude toward the job, like any other attitude, represents a complex assemblage of cognitions and behavioral tendencies.

Nwachukwu and Baridam (1995) highlighted five job facts in which academic librarians need to be satisfied which include: the work itself, quality of supervision, people on present job, promotion and pay.

Luthan (1998) says there are three important dimensions to job satisfaction

1. Job satisfaction is an emotional response to a job situation.
2. Job satisfaction is often determined by how well outcome meet or exceed expectation.
3. Job satisfaction represents several related attitudes which are most important characteristics of a job about which people have effective response.

Anigrahi and Jana (2000) pointed out in their study on job satisfaction among non-government college librarians in west Bengal, 61.97% are dissatisfied and 38.03% are satisfied with the work environment of the library. In the nature of work the librarians are quite dissatisfied with the kind of work they are engaged. In case of basic needs 33% are satisfied and 66.99% are dissatisfied. Towards job attitude it is also found that 49.61% express their negative attitude towards their job, where as 48.53% express their positive attitude towards their job.

Louis (2003) said that the measure for job satisfaction consisted of an eight-item scale, which included items on satisfaction with coworkers, supervisor, job duties, work environment, salary, terms of employment, opportunities for advancement, and professional development support.

Armstrong (2004) stated various factors that affect job satisfaction of academic librarians which include intrinsic and extrinsic motivating factors.

Vroom (1967) job satisfaction is the reaction of the workers against the role they play in their work.

### **3.5 The socialization and organizational process,**

Mitchell and Lason (1978) maintained that organizational commitment had a great relationship with job satisfaction. Ashforth and saks (1996) also emphasize the importance of socialization, noting that it facilitates the adjustment to the organization.

Cormick and Tiffin (1998) maintain that organizational commitment of academic librarians are influenced by their career stages, type of library in which they work, types of work they perform, and their number of dependents.

Omidasalar and Young (2001) suggest that socialization is complementary to orientation as a component for assisting new employees in making the transition in the new job. They found that many orientation programs focus on attitude or motivation and the primary goal of orientation is socialization. Ladepo (2002) has described commitment as the extent to which an employee identifies with the goals and values of an organization and preparedness to work towards the accomplishment of these goals. In his definition he pointed out the three basic components of organizational commitment,

- Strong belief and acceptance of the organization's goals and values (identification).
- Willing to accept a considerable amount of effort on behalf of the organization (involvement).
- Strong desire to remain in the organization (legacy).

According to Siddiqui (2010) In this information age, there is a strong feeling that organizations have recognized the need for knowledge management, including systematic attention to knowledge transfer where librarians have to play a potential role in new millennium organizations.

### **Methods of Adjustment**

Shaughnessy (1993) offers an analysis of methods to improve librarians' performance and effectiveness which is pertinent. He distinguishes between training and professional development and discusses the issue of providing professional development opportunities which promote attitudinal change and result in staff contributing to a more effective organization.

In his study, he is interested in promoting risk-taking, the ability to function with high levels of ambiguity and change, a strong service-orientation, awareness of the political context, a deep understanding of 'the nature of information and its importance to the university community', and good analytical skills.

### **Training for librarianship**

**Need for training** - According to Bandura, (1971), researchers have argued that newcomers become socialized and learn through the observation and modeling of the behavior of experienced members during socialization.

Katz, (1980) says that new employees must become familiar with aspects of the organization beyond the necessary job requirements; they need to develop a situational identity, be able to interpret their experiences in the new work environment, and attach meaning to organizational practices and procedures.

Shishido (1989) said that, to understand idea and purpose of library activity and to learn skills for reading promotion are the first step to become a librarian. Both theory and practical skills are important to provide quality library service.

According to Linda (1998) In libraries as in other organizations, training is divided into two main categories

- Maintenance training that enables the library to maintain its existing procedures and includes induction training for new entrants to the library system or particular parts.
- Basic updating and improvement training in identified areas. When staffs are being trained it has to be remembered that it involves adults and we have to feel motivated to learn.
- Therefore training should be concerned with the whole person, concepts, skills and behavior patterns.

Wilkins (1999) provided further detail on the need for training to properly orient new hires to the culture of the organization and the local business. Local operating practices can include



special instructions and passwords for accessing business databases, as well as information on tiers of service available to different user groups. If the librarian has collection development responsibilities, there will undoubtedly be a number of local practices and procedures to learn in connection to budgets and acquisitions.

Griffin, Colella, & Goparaju, (2000) say that newcomers seek information from their supervisors and coworkers and change their behavior based on the information obtained.

Ryan (2008) feels that the training of new librarians must develop comfort with not only the content, but also the style of business reference interactions. It may be appropriate at this point to speculate about how the changing library environment affects the need for training in the future. A formal training programme must be constantly updated to reflect these changes. It should also be designed so that the trainees do not become locked into a particular pattern of finding information, a pattern that will inevitably break down as old sources are discontinued and new information needs arise. Hallam (2009) reports that responding libraries see a clear need for ongoing training for new graduate staff, but that 20% reported 'less than half of the new graduates employed at their institution would actually attend training each year'.

#### **4.2 Prior Training for librarians.**

According to Shishido (1989) Librarians need to comprehend at least following five duties and information before starting their job; otherwise they would not know what to answer to user's question.

1. Summary of library's function and librarian's duty
2. Basic instruction of library (open days, open hours, basic rules, etc.)
3. Procedure of lending service
4. Registration of books
5. Basic skills of reading promotion for children.

In-service trainings are also needed to acquire and apply new skills. Repeated trainings and practices enable librarians to operate quality and experienced reading promotion activities.

#### **4.3 Roles and skills of the LIS professional**

The environment in which libraries operate today is described by Sharp (2000) as follows:

- Greater access to a wide range of information.
- Increased speed in acquiring that information.
- Greater complexity in locating, analysing and linking information.
- Constantly changing technology.
- Lack of standardisation of both hardware and software.
- Continuous learning for users and library staff.
- Substantial financial investment in technology.

Sharp (2000) claims Librarians' information handling skills of cataloguing, classification, indexing and enquiry work are all very useful when navigating the Internet. Therefore, values of service, quality, universal access and cooperation should remain the same into the next century.

According to National Knowledge Commission, India,(2002) skills required for fulfilling the changing role of libraries are:

- I. Library and information handling skills.
- II. Service orientation.
- III. ICT knowledge skills.
- IV. Communication and training skills.
- V. Marketing and presentation
- VI. Understanding of cultural diversity.
- VII. Knowledge mapping skills.

The electronic environment of the 21st century will demand a range of skills from by Library and Information Science (LIS) professionals, including:

- I. Technical skills.
- II. Information Technology (IT) skills.
- III. Managerial skill (Sridhar, 2004).

Annette Merwe (2006) says that The core skills associated with information professionals - training and facilitating skills, content evaluation skills and concern for the customer - are all still relevant,

According to Malekbadizadeh (2009) Librarians and library associations should consider the following suggestions for LIS education:

- Training in critical thinking, applying creativity in problem solving, logical reasoning, and analyzing scientific information
- Increasing the extent of studying and research
- Fostering skills in self-study as well as group study
- Extending the boundary of intellectuality and reasoning beyond mere recitation
- Training in effective interview
- Accepting social duties in a positive and responsible manner
- Thinking globally and act locally
- Respecting other notions and ideas (Sariolghalam, 2001)
- 

#### **4.4 Required Skills for Librarians in the Age of Knowledge**

According to Fatahiyan (2004). Skills for librarians in the age of knowledge are divided into "professional skills" and "personal skills" Professional skills include:

- Functional literacy
- Scientific literacy
- Technological literacy
- Information literacy
- Cultural literacy
- 

Global awareness

Personal skills include insight, creativity, risk-accepting, responsibility, and public relations.

#### **4.5 On Being a New Librarian**

According to Elizabeth J. Cox, (2007) the following points need to be followed by new librarians.

**(i). Meet people and get involved.**

Meeting people who have similar positions or have had similar experiences will be beneficial for you in the long run.

**BUT don't get overextended.**

Once you're out of grad school, it may seem like you have a lot of time on your hands. You need to get involved locally, nationally, and anywhere and between. But remember that you need time to adjust to your new job, your new environment (both work & home) and how you fit into it.

**(ii). Cultivate relationships.**

Get to know your new co-workers. Learn what everyone's specialties are and what quirks they have. Soon you will know who the best person is for questions about the local catalog system and who to go to when you need supplies. This will take some time but it's worth it.

**BUT be cautious.**

Do NOT get involved in any politics or gossip! Stay out of the gossip and conversations about those quirks.

**(iii). Cultivate mentors.**

If you have been assigned a mentor, be watchful for unofficial mentors. These can be people outside of your department, like the guy in reference who is the best editor or the cataloger, who is really good at what he does and is willing to answer your simple questions.

**BUT make sure the relationship works for you.**

Pay attention to your needs and what your mentor(s) can do for you.

**(iv). Document what you do and/or write a manual.**

Even if you're simply writing it for yourself, keeping track of what you do is also essential when it comes to evaluation time. Eg: - it will be difficult to remember what you did in previous year in January! Also be sure to work closely with your supervisor when writing the documentation.

**(v). Get training, or read the literature in your area.**

Even if you're given training and guidance, seek out other information. If there is one thing that most librarians do very well, it's documentation. There are tons of articles and books on every aspect of librarianship.

**(vi). Read!**

Even beyond the literature in your area, read some of the basic journals of librarianship. Keep up on the current issues of the profession. Like if you're interested in issues about mentoring, achieving tenure, or writing for the profession, there are tons of articles and books to be found. Also look into local and regional publications.

**(vii). Keep notes**

In meetings, workshops, seminar etc., take plenty of notes and keep them. You never know when you might need to refer to them. If you attend workshops, be sure to get contact information from the trainers, if possible, for follow-up questions.

**(viii). Keep your resume/ curriculum vita up to date.**

Mostly if we are new to a position, we are not looking for a new job, it's doesn't mean that we can't keep our records current. We can you remember everything we did in the last five years?

**4.6 Need to Develop Model Curriculum in Library and Information Science**

The emergence of electronic media has opened up new avenues, and the time is ripe to consider these things in framing a curriculum for Library and Information Science (LIS). Librarians without Information Communication Technology (ICT) knowledge and skills encounter problems in employment. The employers are not satisfied with the skills of LIS graduates, and prefer candidates with specialized training. LIS schools face the question of how prescriptive they should be about the curriculum in order to have market for their products. The importance of employability has been given new emphasis in all professions, and LIS is no exception. The focus is current and future trends in recruitment and the skills required to meet employers' needs.

**Conclusion.**

The objective of the present study was to provide information to help libraries develop effective ways to ease adjusting in the workplace for new librarians. The high levels of difference from expectations are related to difficult transitions and low job satisfaction. New employees' pre-existing expectations come from many past experiences, hence Libraries can try to convey more reasonable expectations to candidates by paying careful attention to advertising and communication during and outside the interview and by giving accurate depictions of the job and the work environment. The new academic librarians would benefit from more assistance in their adjusting to their new workplace. The Study has founded that there is a high level of difference from expectation and relatively low levels of pre-existing knowledge in many aspects of their new jobs. Hence the research scholar strongly feels the need for introduction of internship/apprenticeship as compulsory component in the MLIS course varying from 3-6 months. This will provide an opportunity to each and every student to expose themselves to various management techniques of a library including Information Communication Technology (ICT) application in libraries. And it would be useful if short term courses or training programmes could be conducted for the students in the following areas: Stress management, interpersonal relationship, personality development and leadership skills and communication skills. And also it will be helpful to MLIS students to attend Seminars, conferences, workshops etc say for 2-4 days as compulsory in the course, so that it will provide a platform to expose themselves to the latest trend and developments in LIS education and research. Ashforth and Saks (1996) said that a relatively formal, structured approach to new employee socialization helps lower stress, conflict, and ambiguity for new employees. New employees need to proactively seek out information to help them in adjusting to their new environment.

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