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Collegiality Matters: Massachusetts Public Higher Education Librarians' Perspective

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Citation

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By

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Abstract

It is no secret that collegiality matters in academe regardless of the size and type of institution. When it comes to promotion, reappointment and tenure, the invocation of collegiality occurs. This paper aims to examine the perception and issues surrounding collegiality in the academic library setting. The data, based on the survey results of the Massachusetts public higher education librarians, reveals gender disparity on collegiality issues, attitudes and perception. The study findings also include that congeniality is not same as collegiality.

Introduction

This research represents the results of a survey on collegiality of librarians in the Massachusetts State College Association (MSCA) in 2010. The 2010 survey[1] was designed to explore how collegiality is manifested, to identify issues surrounding collegiality and its effects on the librarians, and to understand the influencing factors for and against collegiality.

Collegiality is an important concept that deserves more attention from those who work in higher education; librarians, faculty, administrators and staff members. Often collegiality is mentioned in university promotion and tenure review (PTR) processes. As part of governance decision making during PTR, colleagues are compared against institutional standards of collegiality: they are assessed if they are either collegial or uncollegial, which is a decision factor for if they deserve promotion or tenure status. Among academic librarians, collegiality simply is assumed as a cultural norm, even though the concept may not be widely shared and is often ambiguous. The definition of collegiality may seem familiar to us in academe, but there are hidden interpretations and diverse effects that may escape casual interpretation. Although collegiality is often linked to being cooperative, pleasant, and ready to lend a helping hand, a more precise dictionary definition of collegiality would include "cooperative interaction among colleagues"[2] and "shared power and authority among colleagues."[3]

The demand of collegiality based on the first definition is quite different from the second definition. In the ongoing collegiality debate, the issue of "getting along" surfaced from an earlier MSCA librarian's survey of 2009[4]. If simply getting along is all that is expected, a tendency to conformity and homogeneity can result. There should be a distinction between collegiality and conformity or congeniality. In a comment posted to the Search Principle Blog in November, 2007, Guistine Dean noted that *"It is a common notion in the LIS field that a collegial person doesn't rock the boat, goes with the flow, and supports prevailing sentiments. A collegial librarian preserves the comfort level of colleagues."*[5]

The author was curious about these previous survey results and concerned about the lack of clarity about what collegiality is. Coincidentally, in the early spring of 2010, the news media covered Professor Amy Bishop's shooting[6] of colleagues in her department after hearing her tenure had been denied by the University of Alabama. The news reports of this incident implied that the politics of the tenure process including personality and disguised politics of collegiality was an influencing factor.

According to a 1998 survey[7] of the Association of Research Libraries (ARL), many members of the ARL had begun to adopt teams. Prior to this time, these libraries were organized by departments or committees according to a strict hierarchy. Directors and department heads made decisions and they were pushed down to the library staff. This

library management structure created a slow response to patron service problems and frustration among library staff. The MSCA librarians are still working under the same organizational structure of the 1960's bureaucratic model.[8]

Literature Review and Background

Librarian researchers have started to address collegiality, its relationship with collegial management and collegial decision making. McKenzie[9] summarized the Dickenson College model that involved revolving leadership and collegiality in the innovative library management structure. Lorenzen[10] noted that discussions and barriers to it and publications of collegiality have been in the context of how to work well with coworkers in the academic library and emphasized that it is essential that the academic library have a leader who values collegiality and who takes steps to foster it in order to bring about a more collegial library workplace. Philip Howze [11] asserted that collegiality needs to be articulated in its value statement because collegiality is an organizational value and it must represent common ground which all members of the group can accept to be included into acts of collegial management. Fister's[12] paper addresses collegial decision making to embrace the academic library's challenge of change in a global information society. Russo[13] observed that collegiality is one of the characteristics of building relationships and leadership from the context of "team effectiveness" of an organizational dynamics, and management framework to build.

The topic of collegiality is treated abundantly by non-librarians in higher education journal articles. In particular, writings by faculty scholars from the humanities in such journals as *Symploke*, *Change* and *Law Reviews* are filled with scholarly discussions and reflections on collegiality, both in defense of and against the current academic definition of collegiality. Fischer (2009)[14] observed on defending collegiality that "Collegiality turns out to be important as well as endangered; important because necessary to the free discussions, voluntary service, and constructive collaborations that universities depend on and endangered because so many institutional developments militate against it." Simmons-Welburn and Welburn[15]declared that "one of the greatest challenges to academic library leadership is dealing with acts of incivility between employees. It must be understood that the consequences of incivility are often at the root of a library's inability to accomplish much and may often serve as an obstacle to collaboration."

Methodology and Setting

In 2010, a survey was conducted for the Massachusetts State Colleges Association librarians in nine colleges in a union environment. They were asked seven questions about their attitude, perception and environment including the work unit and interdepartmental collegiality issues. The online survey instrument[16] used in this study was devised by this researcher and distributed to MSCA librarians, both full-time and part-time. A link to this survey was sent out by email to members of the MSCA librarians for 3 weeks in June 2010. The library administrator was excluded in this survey. The email requested the forwarding of the survey link to their colleagues. The survey was taken by 34 out of 55 librarians resulting in the response rate of sixty two percent.

The previous multiple-choice survey in 2009 on collegiality asked the librarians whether they work in a collegial environment using their own definition of the term. Seventy-six percent of the librarians responded that they work in a collegial environment; however, the remaining twenty four percent (n=9) identified collegiality as an issue. Among the statements were "in-fighting among the librarians," "personality issues affect collegiality regularly," and because academic librarians "do not get along," problems are created in a library which cause "a low morale" and coworkers "will not speak to others" and the working condition is "demoralizing." Collegiality has been implied as being nice or having a pleasant or agreeable demeanor.

The characteristics of the 2010 survey sample are summarized in Table 1. As an educated group of librarians, more than fifty percent (n=17) of these respondents reported they had earned a second master's degree, over twelve percent had earned additional degrees including a doctorate.

(Insert Table 1 Characteristic of the Respondents here)

Table 2 shows the years of academic librarianship by respondents. Forty two percent (n=13) reported over 10 years in their current position, followed by twenty six percent (n=8) who report being in their current position for up to 4 years or less.

(Insert Table 2 No. of Years in Current Position here)

The MSCA library organization has a functional structure which consists of public services, acquisitions, technical services (cataloging), special collections and the curriculum library. MSCA librarians have their position titles based on the functions they perform; in addition they also have an academic title specified by the union contract which is loosely equivalent to the academic title of teaching faculty. Librarians in the MSCA have 7 different ranks whereas teaching faculty has 4 ranks. The job rank of the MSCA union does not correspond with the

library's functional position title at all. All MSCA librarians report to the library director or dean, governed by the MSCA contracts.

Table 3 shows the job titles of the respondents. (Insert Table 3 here)

Two things were different in the response: A relatively higher number of respondents 'skipped" this question and the results were shown in Table 3. A total of thirty-two percent responded to this question with the MSCA union rank while only half of the respondents answered with the functional job title. There were two comments which said, "Rather not say," and "If I say. . . You will know who I am."

Survey Results

The 2010 survey results revealed several interesting points. Responding librarians agreed or strongly agreed that working in a collegial library environment is important.   They also agreed that collegiality impacts the function of the library work and librarians tend to agree on the definition of collegiality as treating colleagues with respect and fairly.

Response by gender differed sharply on four questions about the definition of collegiality, work unit interactions, collegiality impact and information sharing. While there was unanimous agreement by male respondents on the impact of collegiality in the function of an institution and its importance, female librarians felt more strongly about treating each other with respect and fairness than their male librarians.

The overview shows the survey findings by degree of agreement detailed in Fig. 1.

(Insert Figure 1 here)

As shown in Fig. 1, the MSCA librarians strongly agreed or agreed on four questions about the importance of working in a collegial environment, that collegiality impacts the function of institution, collegiality in work unit, and collegiality definition as 'treating each other with respect, fairly and being nice."

On definition of collegiality

Table 4 shows eighty five percent of the respondents agreed or strongly agreed on the definition of collegiality as "treating each other with respect, fairly" followed by "working together effectively among individuals holding the same rank or power." Thirty five percent of respondents also defined collegiality as "shared authority."

In addition, respondents wrote in the following definitions in their own words:

> "Also means working independently as well as with others."
> "Working together effectively among all levels of individuals"

> "Working effectively with individuals regardless of their rank" and
> "Cooperative interactions among colleagues."

(Insert Table 4 here)

Collegiality impact on the function of institution

Almost all male respondents agreed and strongly agreed that collegiality impacts the function of their institution. Eighty-three percent of females agreed and strongly agreed on the same question.

On Work unit Collegiality

Table 5 shows how the respondents replied about collegiality in their functional work unit. A strong majority of sixty-nine percent responded that there is a collegial manner in the unit. Over the gender line, eighty three percent (n=5) of male respondents agreed or strongly agreed that their work unit functions collegially whereas sixty five percent (n=17) of the females responded on the same question.

(Insert Table 5 here)

Some of examples of work unit collegiality are listed below.

- Weeding project
- Strategizing transition to an information desk from Reference
- Committee work with colleagues;
- Sharing evaluation materials with colleagues;
- Team teaching
- Reference librarians are working in combined effort to improve library instruction

There was less agreement among librarians about collegiality in interdepartmental relationships. In response to statements about open communication and information sharing ("There is open communication among librarians" and "There is much information sharing") respondents generally did not feel librarians were working in an open communication setting. There was somewhat strong disagreement among academic librarians on information sharing.

(Insert Figure 2 here)

Table 6 shows fifty three percent (n=18) of those respondents indicated that interdepartmental collegial activities occur and submitted specific examples of their activities. More male respondents agreed or strongly agreed (67%, n=5) than female respondents (52%, n=13) in their submitted answers on their perception of interdepartmental collegial relationships in their library.

On Interdepartmental Collegiality

Participants were asked if there were additional comments and/or examples on interdepartmental collegiality activities. The following comments were made as examples of interdepartmental collegial activities and projects:

- ❖ Staff meetings.
- ❖ The events planning committee functions
- ❖ creating 2 Libguides
- ❖ Planning day helps us catch up with one another.
- ❖ Librarians from various departments select books for the renting collection.
- ❖ the library web page, mission statement revision, and other over-all projects

The open comments also reveal that "information from the library administrator is less collegial, more compartmentalized and seldom shared across department lines. It has been this way for several years. . ." and "some group members can be nasty, though they don't think about themselves. Always covering their own area of interest in a narrow sense."

On open communication

Table 7 shows forty seven percent (n=16) of those respondents indicated that they disagree or strongly disagree that there is open communication among librarians.

(Insert Table 7 here)

On information sharing

Table 8 shows the participants' response to the question whether there is information sharing among librarians. Although forty seven percent (n=16) agree or strongly agree, fifty three percent (n=18) of the respondents indicated "disagree or strongly disagree." Furthermore, the data showed significant differences in answers across gender line. Answers from female respondents were significantly lower, forty three percent agreed or strongly agreed, whereas eighty three percent of male respondents agreed or strongly agreed, nearly twice as much as the female respondents.

(Insert Table 8 here)

Open ended comments submitted anonymously include the following:

*"*I think we can always improve on this. It's useful to find new ways of sharing information…"

"Librarians provide bi-weekly lib-learn sessions and post them on the library blog."

To ensure accurate interpretation of the 2010 survey data collected, weighted value was applied. Based on the weighted mean average calculation[17] for each answer, the following was revealed: On the question on librarian's work unit collegiality, the weighted average showed a value of 30.9 which is much lower than the earlier showing of sixty five percent (Fig. 1). The following

three questions also have a lower value: about open communications amongst librarians 14.7 (Table 7), information sharing 10.3 (Table 8) and, lastly, the interdepartmental activities scored a weighted mean value of 10.3 (Table 6). Notably, the lowest weighted mean value was found in two areas of questions concerning information sharing among academic librarians and the collegial interdepartmental activities.

Figure 3 shows participants responding with agreement or strong agreement by gender line on seven questions. Male librarians scored much higher than their counterparts in all categories.

(Insert Figure 3 here)

Discussion and Conclusion

Collegial relations are important for librarians. Collegiality exists in the autonomy of our profession. It consists of shared power and the knowledge and expertise we command. A librarian's tendency of avoiding conflict and ill feelings[18] might result in moving from collegial decision making to congeniality. If we are more interested in congeniality than collegiality, it will be hard to build a stronger library organization. In the absence of a discipline specific power base which our faculty may have, librarians' collegiality is most likely achieved through the functional unit work and interdepartmental collegial activities. Then, finding common interests among academic librarians will be our challenge. As cited by open comments in the survey, some routine collegial activities may include staff meetings, functional library department activities and library committee works. If a library organization operates in a collegial mode and is non-hierarchical, then open discussions will be permitted. Personal and social relationships among librarians will be evident. "Collegiality is a process that helps to create the conditions for principled agreement by allowing all points of view to be aired and considered. Collegiality helps ensure that results are not preordained."[19]

Collegiality is often linked to congeniality. "Getting along with others" without creating any conflict was one definition. It's a human nature to want to be liked and to be treated fairly with respect from our colleagues, but being treated with respect is not being treated with collegiality. Without referring to the common purpose of our collaborative work, the invocation of collegiality is hollow. In fact, it can be misleading by focusing on interpersonal relations, as opposed to the interprofessional work. It is crucial to recognize for us that conflicts arise from the hierarchical setting of higher education, library organizational structure issues, and the nature of collegiality and its condition mismatch. Collegiality should not be used in the same breath with congeniality.

The study indicates that a relationship exists between collegiality and the library organizational structure. Nearly half of the respondents disagreed or strongly disagreed that interdepartmental activities work in a collegial manner. It was noted that thirty-two percent (n=8) of the

respondents identified their job rank by union job rank, not by the functional job title of a library organization. In addition, an unusually higher number (n=9) of the participants simply skipped this question. A subtle yet telling glimpse of the MSCA librarians' attitude toward their job title and job status was revealed. A conclusion can be drawn that the MSCA librarians are not entirely comfortable with their current job rank. However, the result was inconclusive about how collegiality works among interdepartmental situations and even within the entire academic library environment.

The discrepancies shown in the survey between the gender lines are worth noting. In particular, on the definition of collegiality, eighty three percent of the respondents agreed, but a much higher majority of female librarians (91%, n=21) agreed with the definition as "treating each other with respect and fairly," while male librarians (67%, n=4) also defined it as "shared authority." Male respondents agreed much more than their counterparts on questions about collegiality in the work unit, interdepartmental working relationships, open communications, and lastly on information sharing. Regardless, most academic librarians in Massachusetts public education libraries agreed that working in a collegial library environment is important and collegiality impacts the institution's function as well. It is natural that librarians feel tension over the issue of collegiality between the genders. The difference in knowledge and attitude toward collegiality issues and collegial decision making among academic librarians is a reality and a definite factor influencing collegiality.

Three questions which received the lowest value by the weighted average calculation were about open communications, interdepartmental collegiality and information sharing among the librarians. Data interpretation through the weighted average mean value highlighted this lower score, even though the respondents' disagree and strongly disagree in Fig 2. tipped in the percentage representation. Open communications serve as the foundation to facilitate information sharing among the functional library units in the library. One can conclude that the lower score in open communications factored largely in the interdepartmental working relationship in collegiality.

Some implications that can be drawn based on the gender disparity on the perception about collegiality are as follows. We certainly communicate differently between men and women. This difference was highlighted in two areas: open communications and information sharing. Because the MSCA librarians differentiate collegiality by gender, we may misinterpret each other even when collegiality is present.   Collegiality is neither an agreement nor a personal trait. Unintended, yet the ever present marginalization of a minority voice from male librarians, inexperienced librarians or much older librarians, needs to be acknowledged by the library leader to foster open communications and eventually toward developing collegiality.

Leaders in library organizations play an influential role in advancing collegiality as a library value to remove barriers in serving library goals. Academic library leadership that addresses the incivility among library staff while actively promoting collegial management will serve library

goals and institutional patrons effectively. By facilitating the value of collegiality across the functional units of the library, the library leader can set the example of how to be collegial. Hammerley-Fletcher stated preconditions to collegiality which include trust, clearly stated values, and supportive colleagues in a higher educational setting.[20] Fostering collegial relations so that they do not deteriorate the workplace dynamics is a function of the leader in an organization, irrespective of size and type. A hallmark of good leadership is reflected by collegiality in the library.

More study needs to be done in the areas of library organizational structure, library cultural influence, and the environmental setting in which a library operates. Any future study on the evidence of librarian's collegiality and its outcomes including race, gender, age, class and educational background would be beneficial for a better understanding of academic librarianship. The library culture of conflict avoidance and how librarians typically deal with the occurrence of conflict and opposition undermine true collegiality needs to be better understood. Librarians need help and good examples – from the library administration, institutional leaders, and collegial colleagues.

Notes and References

[1] Shin Freedman, The 2010 survey was distributed online in June 2010 to all working MSCA librarians both full time and part-time in 9 state college libraries.

[2] Merriam Webster Dictionary Online 2010

[3] American Heritage Dictionary of the English Language Online. Fourth Edition. (2009)

[4] MSCA survey 2009 on collegiality. Unpublished librarian survey data. The survey asked 'yes' or 'no' answer to a question, "Do you work in a collegial environment?"

[5] Giustini Dean, The Search Principle blog (November 2007)
http://blogs.ubc.ca/dean/2007/11/academic-freedom-tenure-collegiality-for-librarians/

[6] James Fox, "Tenure and the workplace avenger." *The Chronicle's of Higher Education*. Vol 56, Issue 24. (2/26/2010): 8 -12. (Dr. Amy Bishop's murdering her colleagues in the Biology Department of University of Alabama.)

[7] George J. Soete, "The use of teams in ARL libraries." *SPEC Kit 232*. Washington, D.C. Association of Research Libraries (1998).

[8] The library's organizational structure of the MSCA libraries has remained more or less the same by all sub work units report to the director of library services. The library's sub functional units consist of public services, cataloging services, education (often referred to as the curriculum library) service, the special collection and archive service, the collection development and management (also referred as Acquisitions) services and circulation. The structure has rarely changed other than by occasional shifting staff due to attrition.

[9] Steve McKenzie, "Twenty-five years of collegial management." *Library Philosophy and Practice* Vol.2, No. 2 (Spring 2000)

[10] Michael Lorenzen, "Collegiality and the academic library." *Electronic Journal of Academic & Special Librarianship* 7, (2) (Summer, 2006): 1-8 http://search.ebscohost.com/login.spx?/direct=true&db=lxh&AN=24351118&site=ehost-live.

[11] Philip C. Howze, "Collegiality, Collegial Management, and Academic Libraries." *Journal of Academic Librarianship* 29, (1) (01, 2003): 40 http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=9406218&site=ehost-live

[12] Barbara Fister and Kathie Martin, "Embracing the challenge of change through collegial decision-making. Paper presented at Currents and Convergence: Navigating the Rivers of Change" *Proceedings of the Twelfth National Conference of the Association of College and Research Libraries* (April 7-10, 2005), Minneapolis, Minnesota.

[13] Elaine Russo, "Team effectiveness in academic medical libraries: a multiple case study." *Journal of Medical Library Association* 94(3), (July 2006): 271-278

[14] Michael Fischer, "Defending Collegiality." Change 41, no. 3 (May 2009): 20-25 http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=38594838&site=ehost-live

[15] Janice Simmons-Welburn and William C. Welburn, "Leadership lesions in a climate of social transformation." *Portal: Libraries and the Academy*. Volume 6, No 4, (Oct 2006): 467-470

[16] Online survey instrument was devised by the author and included in Appendix 1

[17] This survey follows the Australian model in the use of a weighted mean. This transforms response from strongly disagree to strongly agree into a scale ranging from +100 to -100. On this scale, zero represents an overall neutral response, any negative number a generally negative response, and any positive number a positive response. For example, the following describes the calculation of a weighted mean:

Standard Scale	Strongly Disag re	Disagree	Neutral	Agree	Strongly Agree
Responses	4	8	6	9	7
Weighted Scale	-100	-50	0	50	100
Weighted Mean:	$[(4 * -100) +$	$(8 * 50)$	$+ (6 * 0)$	$+ (9 * 50)$	$+ (7 * 100)/34 = 10.3$

[18] Giustini Dean, Ibid

[19] Harry T. Edwards, "The effects of collegiality on judicial decision making." *University of Pennsylvania Law Review* 151, (5) (05,2003): 1639

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[20] Linda Hammersley-Fletcher and Mark Brundrett, "Collaboration, collegiality and leadership from the head." *Management in Education (Sage Publications Inc.)* 22, (2) (04) (2008): 11-6, doi:10.1177/0892020608088799.

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Appendix 1 – Survey Questions

Survey Scale: 5=strongly agree   4=agree   3=neutral   2=disagree   1=strongly disagree

1.   How do you define collegiality? (check all that apply)

a. An organizational device used by administrators to prevent librarians from challenging decisions made by higher level

b. Sharing authority and decision making power

c. Working together nicely among individuals holding the same rank or power

d. Treat each other with respect, fairly and being nice

e. Other: Please define

2. How important is it to you as a librarian to work in a collegial environment?   5 4 3 2 1

3. How well do you work currently in a collegial manner in your working unit in the Library? 5 4 3 2 1
   (Please provide examples of collegial activities/projects)

4. How well do you work currently in a collegial manner in interdepartmental activities?   5 4 3 2 1
   (Please provide examples of collegial activities/projects)

5. To what extent, do you feel your collegiality impacts your institution?   5 4 3 2 1
   (Please provide examples of collegial activities/projects)

6. Communication among librarians is open   5 4 3 2 1

7. There is much information sharing among librarians in the library   5 4 3 2 1

   1. What is your gender   __ Male   __ Female

   2. Please indicate your age in the following ranges:

      a. Under 31. B. 31-35 c. 36-40   d. 41-45 e. 46-50 over 50

   3. Years in the library profession:

      a. 0 to 5 yrs. B. 6-10 yrs c. 11-15 yrs d. 16-20 e. more than 20 yrs

   4. Time at your current institution

      a. Up to 1 yr. b. 1 to 3   c. 3-5   d. 5-7   e. more than 7 years

   5. What is your job title?

      a. Librarian   b. administrator   c. support staff d. other _____

   6. Education completed:

      a. MLS

      b. MLS and second Masters degree

      c. MLS and additional course work

      d. MLS, 2nd Masters and beyond

      e. B.S. or B.A. degree holder

      f. Other _____

Thank You for your cooperation.

Tables and Figures

Table 1			
Characteristics of the Respondents			
Category	Item	Response Total	Response Rate (%)
Gender(N=29)	Female	23	79.3
	Male	6	20.7
	Skipped	5	
Age (N=29)	Under 30	2	6.8
	31-40	5	17
	41-50	7	24
	Over 50	15	51.7
	Skipped	5	
Education (N=32)	MLS & additional work	15	46.9
	MLS & second master's	13	41
	MLS, 2'dMaster's & more	2	6.2
	MLS & Doctoral degree	2	6.2
	Skipped	2	

Table 2		
Number of Years in Current Position (N=31)		
# of Years in Current Position	Years	Percentage
4 yrs or less	8	25.8
4-8	6	19.3
8-10	4	12.9
Over 10	13	41.9
skipped	3	

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Table 3		
Job Titles of the Respondents (N=25)		
Job Title:	Number	Percentage
Reference - Public Services	12	48
Acquisitions, Tech Service	5	20
MSCA Union Rank	8	32
skipped	9	

Table 4

How do you define collegiality? Check all that apply. **(N=34)**

Answer Options	Response Count	Response %
An organizational device to prevent librarians from challenging decisions made by higher level	0	0.0
Sharing authority and decision making power	12	35.3
Working together effectively among individuals holding the same rank or power	15	44.1
Treat each other with respect, fairly and being nice	29	85.3
Other (please specify)	6	17.6

Table 5

My work unit currently functions in a collegial manner in my library. **(N=34)**

Answer Options	Response percent	Response Count
strongly disagree	8.8%	3
disagree	8.8%	3
neutral	17.6%	6
agree	41.2%	14
strongly agree	23.5%	8

Table 6
Interdepartmental activities currently function in a collegial manner. (N=34)

Answer Options	Response Percent	Response Count	Weighted value	Weighted Total Value
strongly disagree	14.7	5	-100	-500
disagree	14.7	5	-50	-250
neutral	17.6	6	0	0
agree	41.2	14	50	700
strongly agree	11.8	4	100	400
Answered Question	N=34			350
Weighted Mean				10.3

Table 7
There is open communication among librarians.   (N=34)

Answer Options	Response Percent	Response Count	Weighted value	Weighted Total value
strongly disagree	8.8	3	-100	-300
disagree	23.5	8	-50	-400
neutral	14.7	5	0	0
agree	35.2	12	50	600
strongly agree	17.6	6	100	600
Answered Question	N=34			500
Weighted Mean				14.7

Table 8
There is much information sharing among librarians in the library (N=34)

Answer Options	Response Percent	Response Count	Weighted value	Weighted Total Value
strongly disagree	11.8	4	-100	-400

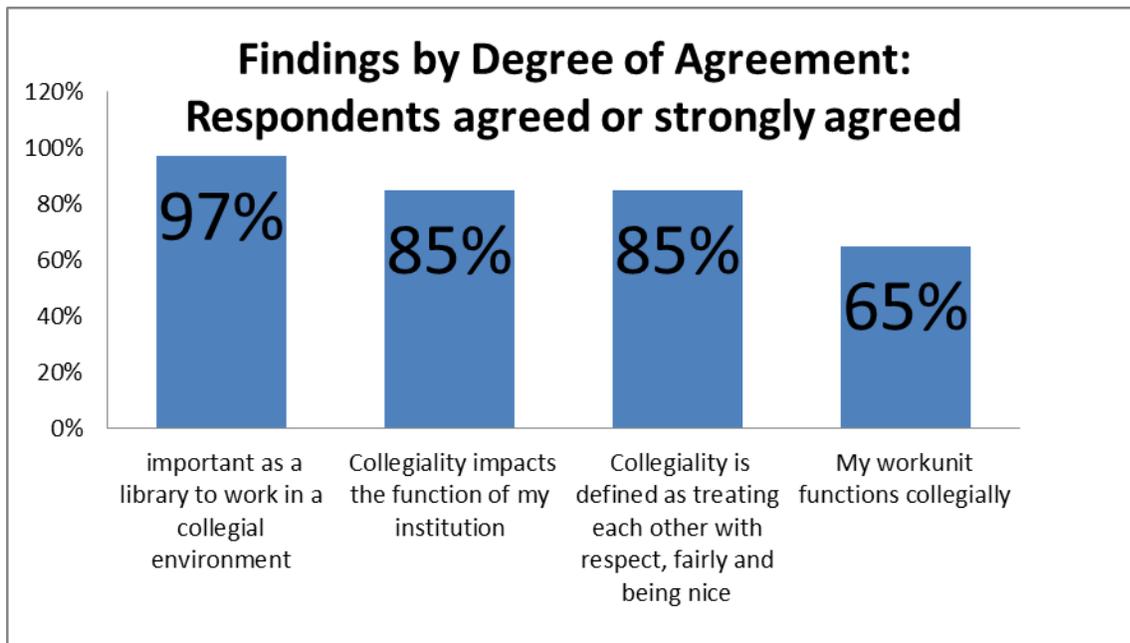|			
disagree	23.5	8	-50	-400
neutral	17.6	6	0	0
agree	26.5	9	50	450
strongly agree	20.6	7	100	700
Answered Question		N=34		350
Weighted Mean				10.3

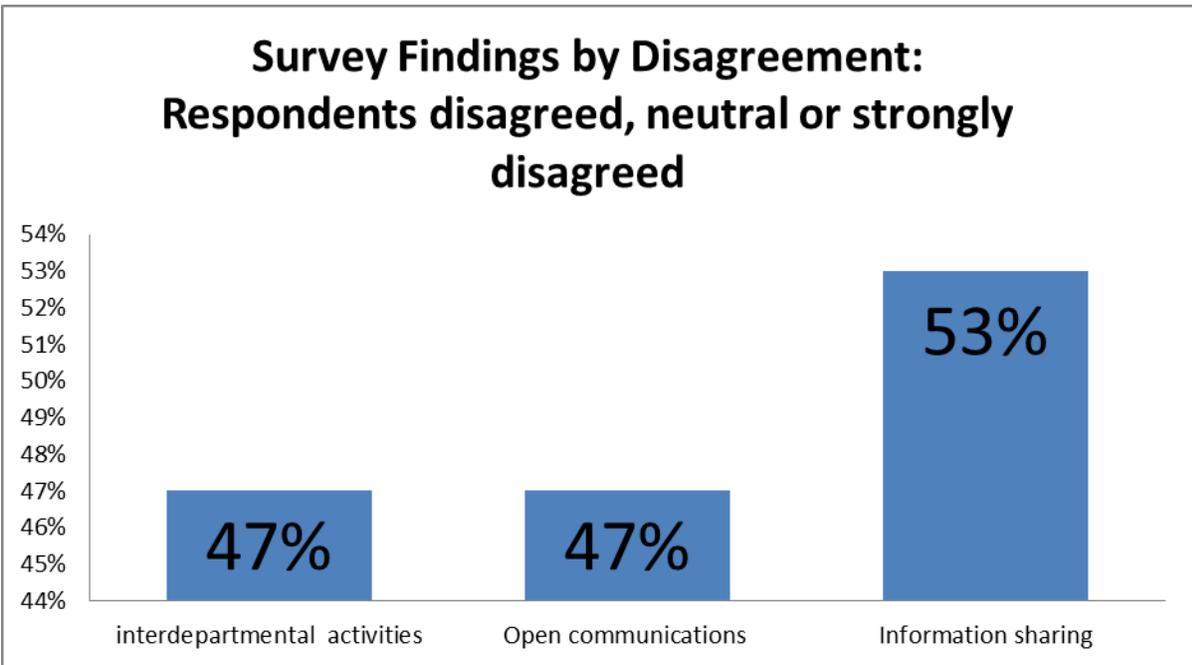Figure 1. Selective questions by degree of agreement
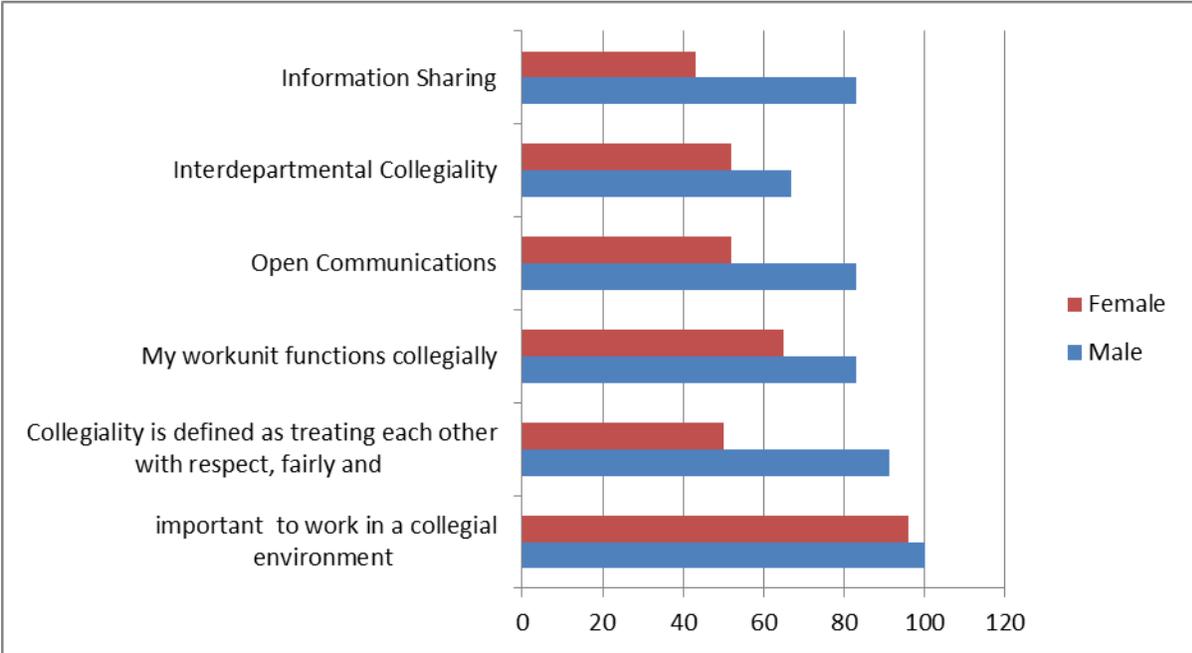
Figure 2:   Selective questions by disagreement

Figure 3. Overall questions and responses in percentage by gender